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ABSTRACT

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Hinds Community College (HCC), in Raymond, Mississippi, to support students who are deaf and hard-of-hearing. Established in 1986 through a joint agreement with the Mississippi Department of Rehabilitation services, Division of Vocational Rehabilitation, the Deaf and Hard-of-Hearing program at HCC provides support services to these students so that they will have an equal opportunity to enter and succeed in the college's academic, technical, and vocational fields of study and to engage in campus activities. The report discusses the mission, goals and objectives of HCC, significant features of the Deaf and Hard-of-Hearing program, key factors that make the approach effective for students with significant disabilities, and evaluation results demonstrating the effectiveness of HCC's approach. Characteristics that are manifested in all six of the profiled schools are also listed, and an accompanying CD-ROM describes the projects. (CR)

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Serving Students with Significant Disabilities in Two-Year Colleges

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Services for the Deaf and Hard-of-Hearing

Hinds Community College • Raymond, MS

EC 308125

Serving Students with Significant Disabilities in Two-Year Colleges

Services for the Deaf and Hard-of-Hearing

Hinds Community College
Raymond, Mississippi

August, 2000

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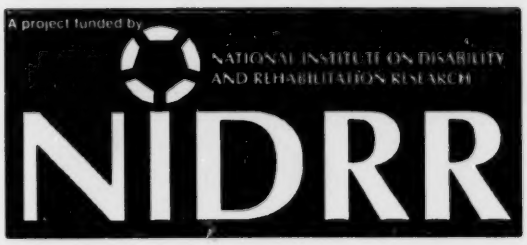

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Raymond, Mississippi

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Introduction

Rationale and Need for This Project

Two national trends support the value and timeliness of this project. The first is the dramatic increase in the number of postsecondary students with significant disabilities enrolled in two-year colleges over the past decade (Henderson, 1999; Horn and Berktold, 1999). The second trend is the on-going constraint posed by limited resources available to postsecondary support services providers, coupled with the more intense and more extensive academic support needs presented by students with significant disabilities. These trends necessitate that postsecondary support staff display a high degree of ingenuity and resourcefulness in order to meet the needs of students with significant disabilities. The products developed through this project are intended to provide these dedicated individuals with stimuli to their imagination and examples that they can adapt to their own settings.

Project Goal

This project's goal was to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" includes academic institutions, technical colleges, and vocational institutions.

Definition of "Individual with a Significant Disability"

This definition is very similar to the definition of "individual with a severe disability" which it replaces. It is taken from PL 105-220, the Workforce Investment Act of 1998, Title IC—Rehabilitation Act Amendments of 1998, Definitions, Section 6:

(A) In General. Except as provided in subparagraph (B) or (C), the term "individual with a significant disability" means an individual with a disability—

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs described in subparagraphs (A) and (B) of paragraph (2) to cause comparable substantial functional limitation.

Selection Process

Nomination

A call for nominations form was circulated nationally in both print and electronic formats, and posted on the project's web page (www.cew.wisc.edu/nidrr). Ninety-eight schools from 28 states were nominated.

Application

Nominees wishing to participate completed and returned a 42-question survey. Eighteen schools from 15 states completed this step.

Application Review/Rating

Seventeen experts from different work settings (including two-year colleges, universities, teacher training programs, and advocacy organizations), specialties (including sensory disabilities, developmental disabilities, and learning disabilities), and geographic regions of the country served on the project's National Review Panel (Figure One). Their places of employment were current at the time they served on the project's National Review Panel.

The National Review Panel met on January 22-23, 1998, to evaluate each application. All participating panel members (12 of 17) were formed into three member teams and assigned a portion of the applications. During the first phase of the process, each reviewer rated his or her assigned applications individually using multiple criteria. In addition, each reviewer rated each application's overall scope and design, evidence of effectiveness, and replicability. Each reviewer also specified whether a site visit should be conducted.

After completing individual ratings of each application, reviewers carried out the second phase of the review process: small group discussions of their assigned applications. During this phase, reviewers either reaffirmed or changed their individual decisions regarding whether to conduct a site visit to a particular applicant. In the third phase of the review process, the entire National Review Panel discussed and reaffirmed their respective individual and small group decisions.

Figure One: National Review Panel

Dr. Eduardo Arangua
Madison Area Technical College
Madison WI

Dr. John Bellanti (Retired)
Mid-State Technical College
Wisconsin Rapids WI

Ms. Marcia Carlson
Facilities Access/Planning & Management
University of Wisconsin-Madison
Madison WI

Ms. Diane Coley
Division for Vocational Rehabilitation
Department of Workforce Development
Milwaukee WI

Mr. J. Trey Duffy
McBurney Disability Resource Center
University of Wisconsin-Madison
Madison WI

Ms. Elizabeth Getzel
Rehabilitation Research and Training Center
Virginia Commonwealth University
Richmond VA

Dr. Thomas Grayson
National Transition Alliance
University of Illinois
Champaign IL

Mr. Thomas Heffron
Wisconsin Technical College System Board
Madison WI

Ms. Robin Jones
Great Lakes Disability and Business Technical Assistance Center
Institute on Disability and Human Development
Chicago IL

Ms. Carol Kopp
Southwest Wisconsin Technical College
Fennimore WI

Dr. Carolyn Maddy-Bernstein
National Center for Research in Vocational Education
University of Illinois
Champaign IL

Dr. Fred Menz
Research and Training Center
University of Wisconsin-Stout
Menomonie WI

Dr. Edna Szymanski
Department of Rehabilitation Psychology and Special Education
School of Education
University of Wisconsin
Madison WI

Dr. Kelli Thuli
National School to Work Office
Washington DC

Dr. Lloyd Tindall (Retired)
Center on Education and Work
Madison WI

Mr. Raymond Truesdell
Division of Vocational Rehabilitation
WI Department of Workforce Development
Madison WI

Dr. Michael Wehmeyer
The ARC of the United States
Arlington TX

Review Panel Results

Six of eighteen applicants were selected for site reviews. Applicants not chosen for site reviews received copies of reviewers' ratings and certificates of participation.

Site Reviews

The project director and a member of the National Review Panel made two-day site visits to each of the six finalists. A different Review Panel member accompanied the project director on each trip. The site visit's purpose was to validate, enrich, and expand upon data provided in the initial application and answer questions and concerns raised during review/rating of written applications.

Site Visit Procedures

Each site received copies of reviewers' ratings as well as a copy of the Site Review Itinerary and Reviewer's Rating Summary. The latter instruments were designed by project staff to structure the site review. Each site developed a schedule using the framework outlined on the Site Review Itinerary. Specific activities were selected in order to address questions or issues described raised by the National Review Panel. The project director provided each fellow site visitor with copies of the site's written application, a summary of the site review's purpose, a description of the site reviewer's role, a procedure list, and suggested questions. Prior to each visit, the project director and his fellow site visitor reviewed that site's written application and reviewer's ratings and listed key questions/issues to explore during the site review. During the site visit, each visitor conducted observations; reviewed documents; and interviewed students, staff, agency representatives, and other key informants; and independently rated each scheduled activity using the following criteria:

"1" = observation, interview, or document review provides evidence that supports selection of site as a highly effective approach.

"2" = observation, interview, or document review did not provide evidence that supports selection of site as a highly effective approach.

"3" = evidence provided during observation, interview, or document review was inconclusive.

"4" = site reviewer did not participate in this observation, interview, or document review.

Each reviewer provided written documentation of any "2" or "3" ratings.

Finally, each site reviewer provided an overall rating by answering three questions about that site:

(i) This site visit addressed concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(ii) Data obtained during this site visit satisfied concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(iii) This site implements a highly effective approach to serving students with significant disabilities: Yes_____ No_____

All six sites featured in this project received favorable scores using the approach sketched above.

A Word About the Approaches Described Through This Project

This publication summarizes the approach used by Hinds Community College, Raymond, Mississippi. Other publications in this series examine the approaches used by Lakeshore Technical College, Cleveland, Wisconsin; Florence-Darlington Technical College, Florence, South Carolina; Longview Community College, Lee's Summit, Missouri; Milwaukee Area Technical College, Milwaukee, Wisconsin; and Springfield Technical Community College, Springfield, Massachusetts. Additional copies of all publications in this series may be downloaded at no cost from the project's web page at http://www.cew.edu/nidrr/.

It is important to note that each description captures a "moment" in the organizational life of each featured approach. All organizations, and the services they provide, are dynamic entities. Over time, policy decisions, funding fluctuations, career changes, and personal tragedies impinge on the operation of these services. A visitor to any of the schools featured through this project would recognize instantly the impact of these forces. These changes in no way alter or diminish the value of the approaches as described, nor lessen their potential for replication in other settings.

References

Henderson, C. (1999). *1999 College Freshmen with Disabilities, A Biennial Statistical Profile.* Washington, DC: American Council on Education, HEATH Resource Center.

Horn, L. and Bertold, J. (1999). *Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes.* Washington, DC: US Department of Education, National Center for Education Statistics.

SERVICES FOR THE DEAF AND HARD-OF-HEARING

Hinds Community College

Established in 1986 through a joint agreement with the Mississippi Department of Rehabilitation Services, Division of Vocational Rehabilitation, the Deaf and Hard-of-hearing Program at Hinds Community College aims to provide quality support services to students who are deaf and hard-of-hearing so that they will have equal opportunity to enter and succeed in the College's academic, technical, or vocational fields of study on the Raymond Campus and to engage in campus activities.

Mission, Goals, and Objectives

"The college for all people" is the Hinds Community College motto. This means Hinds Community College has something for everyone. In 1986, the Mississippi Division of Vocational Rehabilitation and Hinds Community College entered into a joint agreement to establish the Services for the Deaf and Hard-of-hearing (D/HH) Program on the Raymond Campus of Hinds Community College. During that same year, Hinds was chosen as one of the six affiliates of the Postsecondary Education Consortium (PEC). Thus began the development of Mississippi's first model postsecondary program for students who are deaf and hard-of-hearing.

Significant Features of Services for the Deaf and Hard-of-hearing

What makes the D/HH Program at Hinds Community College a model is its quality. Since its inception, the number one goal of the program has been to provide "quality services through continuous improvement."

The "home away from home" environment exists at Hinds for many reasons. The availability of dormitory living allows students to participate fully in all campus activities, as well as additional activities designed specifically for students who are deaf and hard-of-hearing. The dorm rooms are equipped with flashing lights and weather alert systems with a pay phone TTY and closed-captioned television in the lobby. Additional pay phone TTYs are strategically located around campus. A loaner bank of assistive listening/alerting devices is also available to enhance campus living.

Three transition programs assist students in all phases of their experience at HCC: students new to college, those exploring career possibilities, and those moving on to the workplace or another college or university. The summer transition program provides support services orientation, career exploration, college orientation, dormitory life experience, team-building activities, and advanced registration. A course entitled "Essentials of College Living" smoothes transitions from previous environments to the collegiate environment and enhances the student's success in college to persist to graduation or to the chosen academic goal. A career exploration program aims to develop career awareness, explore a college major, and create a personal employment plan for the future. A course on "Life After Hinds" provides information and experiences during the last semester for transition to the world of work or for transfer to another college or university.

Key Factors that Make the D/HH Program Effective for Students with Significant Disabilities

Adjusting to the rigors of college life can be difficult for the new student. The D/HH Program at Hinds provides a summer orientation experience and the advantage of enrolling in three credit-bearing transition courses specifically designed for D/HH students. Courses on career exploration, college survival, and life after college pave the way for success in the classroom and on campus and provide knowledge and skills for graduating and/or transferring students to succeed in their next career step.

The highly skilled program service personnel includes a PEC administrator, a program coordinator, a transition/outreach specialist, a secretary, and an interpreting staff of four full-time and four contract interpreters and a number of part-time interpreters who are employed as needed. Interpreting services are available for regular classes and labs, tutoring, campus activities, community involvement, and personal situations.

Tutoring and notetaking services are coordinated by the Office of Disability Support Services. To assure high quality notes, the notetakers must have a minimum college 3.0 GPA and undergo training and monitoring by the notetaking coordinator. The tutoring staff consists of adjunct faculty and peer tutors who must also have a minimum 3.0 GPA. These are only a few of the services that make Hinds Community College "the place to be" for quality education.

HCC employs a number of student retention techniques, including faculty/staff training; consultation/collaboration; qualified staff/counseling specialist; Big Brother/Big Sister Project; instructor follow-up form; Deaf Club and other extracurricular activities; peer tutoring; Deaf/Hard-of-hearing Connection; and D/HH student workers.

Evaluation Results Demonstrating the Effectiveness of HCC's Approach

Recent Peer Review Process Evaluations have stated

- "The overall quality of the program makes it a national model. Program staff are qualified, dedicated, focused, and continually improving through staff development and the evaluation process. The staff work well as a team with shared philosophy, mission, and goals."
- "Increased communications, coordination, collaboration, and creativity are the hallmarks of the program and its staff. The staff not only feels empowered by the program, but is also taking responsibility for empowering students and other professionals as well. One cannot help but sense that the program is centered with all efforts directed toward self-actualization and fulfillment. Indeed, this is a model program in the making."

The Director of Mississippi Vocational Rehabilitation summarizes, "The program at Hinds is recognized for its quality as well as its concern for each student. The closeness that students experience as they become a part of the Hinds family helps to give them a feeling of security and motivation to succeed. These exemplary services make Hinds Community College stand out."

Background Information

The size of the population in the Hinds Community College area is 413,340. Fifty percent of the local population live in metropolitan areas, 20 percent in urban areas, 20 percent in small towns, and 10 percent in rural areas. The current unemployment rate is 3.6%, and the average annual family income is $16,800.

Faculty and Staff Characteristics

	Male		*Female*	
	Minority	Non-minority	Minority	Non-minority
Faculty				
Employed Full-time	38	111	48	191
Employed Part-time	0	0	0	0
Total	38	111	48	191
Staff				
Employed Full-time	123	211	159	373
Employed Part-time	3	7	0	33
Total	126	218	159	406

Enrollment Information

Hinds Community College offers 195 associate degree programs and 24 certificate programs. The total number of FTE students is 9,837. The total number of students is 14,417. During the 1997–1998 school year, 19,916 students enrolled in associate degree programs, and 1,782 students enrolled in certificate programs. During the 1996—1997 school year, 19,239 students enrolled in associate degree programs, and 901 students completed associate degree programs either during or following the 1996–1997 school year. During the 1996–1997 school year, 1,802 students enrolled in certificate programs, and 336 students completed certificate programs during or following the 1996–1997 school year.

Students with Significant Disabilities Served by HCC

Number who received help from:

	Number with Disability			VR Services			Other Agencies		
	1996-1997	*1997-1998*	*1998-1999*	*1996-1997*	*1997-1998*	*1998-1999*	*1996-1997*	*1997-1998*	*1998-1999*
Deaf/HH	32	37	41	27	28	39	23	23	22
Deaf/Blind	0	2	11	0	0	1	0	2	0

Staff

Director Name: Carol Kelley

Job title: Coordinator

Time supervising students with D/HH: 100%

Academic degrees: Masters in Rehabilitation Counseling and Education

Certificates: Certificate in Administration

Years in current position: 10

Years in the field: 20

Funding for position: grant funds 25%; state taxes 75%

Staff name: Jamy Dickson

Job title: Transition/Outreach Specialist

Time supervising students with D/HH: 100%

Academic degrees: Masters of Science, Vocational Rehabilitation & Deafness

Years in current position: 2

Years in the field: 4

Funding for position: grant funds 100%

Staff name: Alois Wolverton

Job title: Interpreter Coordinator

Time supervising students with D/HH: 100%

Academic degree: Associate Degree in Interpreting

Years in current position: 11

Years in the field: 15

Funding for position: grant funds 100%

Staff name: Tonia Erves

Job title: Secretary

Time supervising students with D/HH: 100%

Academic degrees: B.S./B.A. Business Administration

Years in current position: 7

Years in the field: 7

Funding for position: grant funds 25%; state taxes 75%

Staff name: Vicki Tiller

Job title: Interpreter

Time supervising students with D/HH: 100%

Academic degree: Associate Degree in Interpreting

Years in current position: 15

Years in the field: 15

Funding for position: grant funds 100%

Staff name: Cindy Long

Job title: Interpreter

Time supervising students with D/HH: 100%

Academic degree: Associate Degree in Interpreting

Years in current position: 7

Years in the field: 13

Funding for position: grant funds 100%

Staff name: Edith Booth

Job title: Interpreter

Time supervising students with D/HH: 100%

Academic degree: B.A., Religious Education

Years in current position: 8

Years in the field: 20
Funding for position: grant funds 100%

Staff name: Tereasa Smith
Job title: Interpreter
Time supervising students with D/HH: 80%
Academic degree: Associate Degree in Interpreting
Funding for position: grant funds 100%

Staff name: Dyann Harmount
Job title: Interpreter
Time supervising students with D/HH: 80 %
Academic degree: Associate Degree in Interpreting
Years in current position: 9
Years in the field: 9
Funding for position: grant funds 100%

Staff name: Marlene Amick
Job title: Interpreter
Time supervising students with D/HH: 80%
Academic degree: Associate Degree in Interpreting
Years in current position: 9
Years in the field: 9
Funding for position: grant funds 100%

Staff name: Gloria Ballard
Job title: Interpreter
Time supervising students with D/HH: 80%
Years in current position: 4
Years in the field: 4
Funding for position: grant funds 100%

Position Descriptions

Title

Coordinator, Services for the Deaf and Hard-of-hearing, Raymond Campus

Immediate Supervisor

Academic Dean, Raymond Campus

Minimum Qualifications

Master's degree with special training in deafness. Excellent in manual communications skills. Experience in a postsecondary educational setting with students who are deaf and hard-of-hearing preferred. Experience in educational program management preferred.

General Statement of Function

Responsible for the coordination of all aspects of the Services for the Deaf and Hard-of-hearing Program, Raymond Campus

Duties and Responsibilities

- Identify need and develop standards and objectives for program services
- Recruit, select, and evaluate staff needed to provide support services
- Coordinate the activities and services of the program staff
- Develop and disseminate information regarding the Services for the Deaf and Hard-of-hearing
- Perform public relations and Deaf/Hard-of-hearing recruitment functions
- Coordinate orientation and in-service training for college personnel to promote the understanding of deafness and of support services available to students who are deaf or hard-of-hearing
- Work with community agencies in providing cooperative supporting services
- Coordinate orientation and other special programs for students who are deaf or hard-of-hearing
- Maintain records of all participants enrolled in the program
- Develop, implement, and provide for ongoing evaluation of the program
- Maintain an accurate budget of program expenditures
- Maintain professional development by participating in professional meetings and activities
- Provide outreach services to high schools, postsecondary programs, organizations, and agencies serving students who are deaf and hard-of-hearing
- Perform any related duties that pertain to program operation

Title

Transition/Outreach Specialist, Services for the Deaf and Hard-of-hearing Program, Raymond Campus

Immediate Supervisor

Coordinator, Services for the Deaf and Hard-of-hearing

Minimum Qualifications

Master's degree in counseling or closely related field plus three years experience in postsecondary educational programs serving deaf and hard-of-hearing students. Demonstrated proficiency in sign language required. Background in deafness highly preferred.

General Statement of Function

Responsible for the provision of quality transition/outreach services for students who are deaf and hard-of-hearing

Duties and Responsibilities

- Assist with coordination of summer orientation program
- Teach transition courses specifically designed for students who are deaf or hard-of-hearing
- Provide outreach and technical assistance to postsecondary programs, high schools, parents, and community agencies
- Assist in the transition, orientation, and retention of students
- Maintain student records, complete student profiles, and keep outreach and technical assistance logs
- Provide in-service and staff development to instructors and staff
- Promote and maintain liaisons with college staff, VR counselors, and other referral agencies
- Maintain professional development by participating in professional meetings and activities
- Attend staff meetings, in-service training workshops, and staff development activities
- Provide guidance in the area of social, scholastic, and career development
- Perform all duties pertaining to the program and student interests as directed by the coordinator

Title

Interpreter Coordinator, Raymond Campus

Immediate Supervisor

Coordinator, Services for the Deaf and Hard-of-hearing

Minimum Qualifications

Mississippi Quality Assurance Screening Process Level III Certificate. High school diploma or equivalent with extensive interpreting experience. Some college courses preferred.

General Statement of Function

Primarily responsible for the provision of quality interpreting services for the deaf and hard-of-hearing

Duties and Responsibilities

- Coordinate all interpreting at Hinds Community College, Raymond Campus
- Implement requests to place interpreters in the classroom
- Locate interpreters to fill any requests or vacancies
- Observe interpreters' performance in classroom when necessary
- Maintain records and evaluations of all interpreters
- Assist with research as necessary in the areas of sign language and interpreting
- Develop a collection of new signs for the technical courses
- Interpret for meetings, workshops, conferences, classrooms, tutorials, and school-sponsored activities
- Provide an orientation for new students
- Provide information to instructors, students, and other staff on how to maximize benefits from interpreting services
- Provide in-service meetings with all interpreters
- Attend at least one interpreting seminar per academic year
- Participate in staff meetings with the Coordinator and keep the Coordinator informed of any student/staff problems
- Professionally support the Code of Ethics of the Registry of Interpreters for the Deaf, Inc.
- Perform all duties pertaining to the program and student interests as directed by the Coordinator

Title

Secretary, Services for the Deaf and Hard-of-hearing, Raymond Campus

Immediate Supervisor

Coordinator, Services for the Deaf and Hard-of-hearing

Minimum Qualifications

High school graduate with secretarial college courses preferred. Skill in use of typewriter and calculator. Computer experience desirable. Sign language skills highly desirable.

General Statement of Function

Primarily responsible for assisting the Program Coordinator with correspondence, record keeping, material preparation, and contacts with Postsecondary Education Consortium affiliate institutions and other agencies

Duties and Responsibilities

- Distribute mail
- Prepare correspondence—including reports, letters, and related materials
- Handle inquiries relating to program operations—telephone calls, visitors, etc.
- Maintain and update all information in student files
- Take minutes of staff meetings and advisory board meetings
- Maintain accurate files on all necessary report forms and report deadlines
- Utilize various office machines
- Input student profile data
- Prepare monthly payroll for tutors and part-time employees
- Train office student workers
- Attend various workshops to upgrade skills
- Perform all duties pertaining to the program and student interests as directed by the Coordinator

Funding

Source	*1996–1997*	*1997–1998*	*1998–1999*	*1999–2000*
MS Vocational Rehabilitation	$204,141	$224,579	$230,958	$242,142
Postsecondary Education Consortium	$40,000	$40,000	$40,000	$40,000
Hinds Community College	$161,420	$173,804	$181,006	$222,621
Total	$405,961	$438,383	$451,964	$504,763

Services Provided to Students Who Are Deaf and Hard-of-Hearing

Outreach

As one of the affiliate programs of the Southeast Region Postsecondary Education Consortium (PEC), part of the mission of the Services for the Deaf and Hard-of-hearing at Hinds Community College is to provide outreach and technical assistance to secondary and postsecondary students. Funding was secured to employ a transition/outreach specialist whose responsibility is to work closely with the Institutional Development/Recruitment Office, to attend career days at area high schools, and mail materials to out-of-state schools for the deaf.

In addition, applicant and teacher/counselor packets that contain information on majors, how to choose a college, financial aid, and colleges with support services programs were developed. The packets are disseminated by mail upon request or during special career option presentations to students, parents, and teachers/counselors.

TTY access is available for the 1-800-HINDS CC phone line to directly request information. Primarily TTY phone interviews are conducted. Current students who are D/HH assist with campus tours for parents and potential students. Interviews with the Program staff and College faculty are available during campus visits.

The Program staff collaborate with the Outreach Coordinator at Mississippi School for the Deaf to provide relevant workshops for students, parents, high school teachers and counselors, and professional staff of agencies and organizations who work with students who are D/HH.

Articles featuring the success of our students and our Program are published in *PEC Perspectives* and *PEC Salutes Education.* The newsletter and booklet are mailed to prospective students, parents, and educators in the southeast. Our Deaf Club publishes a monthly newsletter that is distributed statewide.

Admissions Accommodations

Students who are D/HH are allowed to use the College Placement Test Scores for placement in English, reading, and math courses instead of ACT scores.

Extended time for test taking, an appropriate test environment, and interpreting services to accommodate all communication modes such as American Sign Language, Manually Coded English, Oral and Cued Speech are available. Print is enlarged for students who are deaf with a visual impairment.

Disability Documentation Policy

The Law

Section 504 of the Rehabilitation Act of 1973 states that...

"no otherwise qualified person with a disability in the United States...shall, solely by reason of...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A person with a disability includes...

"any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one...

"who meets the academic and technical standards requisite to admission or participation in the education program or activity."

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

Blindness/visual impairment
Cerebral palsy
Deafness/hearing impairment
Epilepsy or seizure disorder
Orthopedic/mobility impairment
Specific learning disability
Speech and language disorder

Chronic illness, such as:
AIDS
Arthritis
Cancer
Cardiac disease
Diabetes
Multiple sclerosis

Spinal cord injury
Tourette's syndrom·
Traumatic brain injury
Muscular dystrophy
Psychiatric disability

Under the provisions of Section 504...

universities may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

Section 504 specifies that universities may not...

limit the number of students with disabilities admitted, make preadmission inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified student with a disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

Modifications and accommodations for students with disabilities

- Removal of architectural barriers
- Providing services such as readers for students with blindness, visual impairments, or learning disabilities; qualified interpreters and notetakers for students with deafness or hearing impairments; and notetakers for students with learning disabilities or orthopedic impairments
- Providing modifications, substitutions, or waivers of courses in major fields of study or degree requirements on a case-by-case basis. Such accommodation need not be made if the institution can demonstrate the changes requested would substantially alter essential elements of the course or program
- Allowing extra time to complete exams
- Permitting exams to be individually proctored, read orally, dictated, or typed
- Using alternative forms for students to demonstrate course mastery
- Permitting the use of computer software programs or other assistive technological devices to assist in test-taking and study skills

Section 504 of the Rehabilitation Act contains more specific information about compliance issues in postsecondary education than the Americans with Disabilities Act (ADA). The ADA did extend the law to cover private institutions of higher education, as well as those receiving federal funding. Universities and colleges also can expect to see more rigid enforcement of the law with the passage of the ADA.

Recent Legal Decisions

The university must provide the accommodation

Students are not required to assume the responsibility for securing a necessary accommodation. The university is required to provide reasonable accommodations for a student's known disability so that the student has an equal opportunity to participate in the courses, activities, or programs. The Office of Civil Rights (OCR) ruled that a university may not charge students for necessary accommodations.

Expense of accommodation is not undue hardship

Providing an auxiliary aid or incurring an expense to ensure access would not constitute undue hardship to the university. In determining what constitutes an undue hardship, the OCR views the entire financial resources of the university rather than any single department or college.

Classroom must be accessible

A classroom's location must be changed to provide accessibility for a student with a mobility impairment. The university does not need to make every classroom accessible, but must provide for the participation of students with disabilities when "viewed in its entirety."

Extended time

Extended time is a reasonable accommodation for a student whose documentation specifically calls for that accommodation. The university is required to ensure that the student is provided additional time to complete tests and/or course work in order to provide an equal opportunity for that student.

Altered form of exam

The form of an exam must be altered if the testing procedure puts a student with a disability at a disadvantage based on the student's documented disability. There may be an exception when the purpose of the test is to measure a particular skill.

Accommodation must be documented

The university may refuse to grant a student's request for an accommodation which is not specifically recommended in the student's documentation.

Handouts in alternate form

If a student with a visual impairment is enrolled in a class, the instructor must provide all handouts in the alternate format requested by the student. In addition, all handouts must be made available to students on the same day they are distributed to nondisabled students.

Material on reserve in library

The instructor must make course material on reserve in the library available in alternate formats for students with visual impairments enrolled in the course.

Diagnostic information confidential

Faculty/staff do not have the right to access diagnostic information regarding a student's disability. Faculty/staff need only know the accommodations that are necessary to guarantee an equal opportunity for the student.

Personal liability

An individual faculty member who fails to provide an accommodation to a student with a documented disability may be held personally liable.

Academic freedom

Academic freedom does not permit instructors to decide if they will provide special aids and services for students with documented disabilities in the classroom.

Testing accommodations

Accommodations for testing such as readers, scribes, or the use of adaptive equipment must be provided for a student with a documented disability.

Personal services and aids

The university is not required to provide personal services such as attendant care or personal aids such as wheelchairs or eyeglasses.

Accessible programs

The university must operate its programs in the most integrated setting appropriate.

Preadmission

Preadmission inquiries as to whether a person has a disability are not permissible.

Accommodations for ACT testing

Scholarships based on ACT scores must allow for accommodations for students with documented disabilities.

Admissions criteria

The university may not use as sole criteria for admission or rejection a test that has been shown to be discriminatory for persons with disabilities.

Job announcement postings

Postings for job announcements must be readily accessible to students with visual impairments.

Bulletin identify 504 coordinator

The name of the Section 504 coordinator must be identified in recruiting materials such as application forms and school bulletins.

Housing options

A student with a disability is entitled to have more than one housing option presented if options exist for nondisabled students.

Students may file grievance

A student with a disability may not only file a claim with the U.S. Department of Education's Office for Civil Rights, but may also file a compliant with HUD.

Housing room assignments

A student with a disability who needs attendant care is not automatically assigned to a single room.

Off-campus housing

If the institution provides assistance to nondisabled students for off-campus housing, then the institution must provide options to students with disabilities for accessible off-campus housing.

Weight training

University must provide comparable opportunities for weight training to students with disabilities.

Career counseling

Career counselors are prohibited from counseling a student with a disability into more restrictive career paths than are recommended to nondisabled students with similar abilities and interests.

Responsibilities of Students

Students with disabilities have the responsibility to:

1. Self-identify concerning disability status to the Office of Disability Services in a timely manner.

2. Provide disability documentation that is as recent as within the last three years.
3. Request necessary accommodations.

Responsibilities of Faculty/Staff Members

If Notified in Writing

Faculty and staff members have the responsibility to cooperate with the Office of Disability Services in providing authorized accommodations in a reasonable and timely manner. Faculty and staff should meet with students who provide a letter of request for accommodations to establish the means of providing accommodations.

If Not Notified in Writing

If a student requests accommodation and the faculty or staff member has not been notified of the student's need for accommodation, then the faculty/staff member should refer the student to the Office of Disability Services. If the disability is visible and the accommodation appears appropriate, the faculty/staff member should provide the accommodation while awaiting official notification.

If Question Appropriateness of Accommodation

If a faculty or staff member has questions about the appropriateness of certain accommodations, the Office of Disability Services should be contacted for further clarification. The faculty/staff member should continue to provide accommodations while the issue is being resolved. When a student uses a tape recorder in the classroom, it is appropriate to ask the student to sign an argument to release the recording or otherwise obstruct the copyright. (See Exhibit A, *Agreement Form for Tape Recording Lectures*)

Definitions

Diagnostic Information

The physician's/psychologist's report concerning the disability or condition.

Reasonable Accommodations

The physician's/psychologist's specific recommendations of strategies, technology, or aids needed to provide the student with equal access to an education. Faculty and staff do not have the right to access the student's diagnostic information or fail to provide the authorized accommodation. Faculty and staff have the right to request the specific reasonable accommodations.

Shared Responsibilities

Students with disabilities have the first responsibility to report their needs to the faculty in a timely manner as faculty are not required to anticipate special student needs. Faculty/staff members should keep students in mind when making special class arrangements such as field trips. Faculty/staff should state on the syllabus that students must inform them of their special needs as soon as possible to ensure

that those needs are met in a timely manner. If a student waits until the day of an exam to ask for extended time or a separate testing area, the student has failed to make the request in a timely manner. If the student fails to ask for extended time until later in the semester, the instructor is only required to provide accommodations from that time and does not need to offer make up exams.

When a student discloses a disability, faculty/staff members should ask what they can do to facilitate learning. Often it is as simple as allowing the student to sit in the front of the class.

Faculty/staff members may not discourage students from specific fields of study if the student meets the admission requirements, earns the appropriate grades, and is otherwise qualified. Faculty/staff members are responsible to provide an education, and the student is responsible to maintain the academic requirements.

Pre-Enrollment Orientation, Academic Preparation, and Support Services

A one-week Summer Transition Program specifically designed for incoming students who are D/HH assists with preparation for college enrollment through career exploration, support service evaluation and familiarization, interest and achievement testing, and faculty/staff interviews. The Transition Program is staffed by professionals skilled in sign language. Two students who are D/HH and in their sophomore year assist the professional staff. During the week the students participate with an interpreter in a two-day College New Student Orientation where they learn about the College rules and regulations, the campus organizations and activities, and life in the dormitory. The Program staff and College counselors meet to pre-advise and pre-register students for the fall semester.

Enrollment Process

Early pre-advising/pre-registration sessions are arranged for all D/HH students with the College counselor, the Program counselor, the liaison VR counselor, the tutoring and notetaking coordinator, and interpreters present. Counselors and interpreters are readily available for all aspects of open registration—payment of fees, bookstore, financial aid, etc.

Who Pays for the Accommodations?

Through a budget agreement, Vocational Rehabilitation provides a specific funding amount on a yearly basis for interpreting services for their clients, and also pays for all tutoring and notetaking services. An excellent working relationship exists between the VR counselors who work with students who are D/HH and the Program staff. VR provides a liaison counselor one day per week to meet in the Program Office with the students who are clients. (See Exhibit B, *Interagency Agreement Between the Mississippi Department of Rehabilitation Services and Hinds Community College.*)

Career Advising and Career Planning Assistance

A one credit-hour career exploration course is offered by the College to all students who are undecided about a major or career. D/HH students can enroll in this course with an interpreter and notetaker.

Another choice is to enroll in a career exploration course where the curriculum is specifically designed for the D/HH student. (See Exhibit C for course syllabus.) Students explore individual interests, past and present experiences, working conditions, preferences, values and attitudes, pay, and abilities. They participate in an occupational study to gain further insight into one of their career choices derived from the results of interest and aptitude testing. The *Self-directed Search for Educational and Vocational Planning* (Form E), the *Pictorial Inventory of Careers*, the *Test of Adult Basic Education*, and the *Standford Achievement Test* (for hearing impaired) are administered. John L. Holland's personality types are explored for self-evaluation. The test results and information regarding career choices are used to complete a career profile. Students interview with a professional currently working in their career choice area or with an instructor in their chosen field of study. Deaf or hard-of-hearing guest speakers discuss work experiences and expectations. Students can view captioned career videotapes in the Media Center.

Individually or as a part of a class assignment, students can use (with an interpreter) the One Stop Career Center located on the campus for career assessment. Numerous written or computer administered tests are available such as *Choices CT*, *SIGI PLUS*, *SDS*, *Vocational Learning Styles Inventory*, *Myers-Briggs Type Indicator*, and the *DAT*. The staff work closely with our Program staff to ensure that appropriate accommodations such as extended time, signing the test, etc. are available.

Requests for Accommodations

The director of Disability Support Services is usually the first contact for a request for accommodations. He follows the information in the *College Students with Disabilities Desk Reference Guide* and the Student Handbook. The College, from the President down, supports making every possible effort that no reasonable accommodation is denied.

Accommodations

Tests can be administered in the Disability Support Services Office. The interpreter can sign the test to the students as an accommodation.

Students must have an official high school diploma to enter academic or technical majors. Students can be admitted without a high school diploma in the vocational majors if they pass the *TABE* with an average score of 5.1 or higher. Many students who did not receive a diploma wanted to take vocational business courses, but none were available. The College and Business Department collaborated with D/HH Program to establish a special "Office Clerk" major for vocational students that provides certificate training and job skills.

Transition curricula have been developed specifically for D/HH students (Summer Transition, Career Exploration, College Survival, and Life After College) and are taught by faculty that communicate with sign language. Class size is usually not more than 12 students.

The College and VR allow for extended time to complete program requirements because of specific language deficit problems experienced by many D/HH students.

Paid notetakers who must have a 3.0 GPA or above are available, and some instructors provide copies of their notes. Awareness and skill building workshops regarding special needs of D/HH students have been conducted for the faculty and staff.

A catalog of the free loan captioned videotapes is located in the Media Center, and a special staff member is assigned to order the tapes for instructors to use in the classroom.

Interpreters are provided for special field trips, projects, and extracurricular campus activities. The semester College drama is "shadow" interpreted for college and secondary students and D/HH community members.

Authority to Enforce Implementation of Reasonable Accommodations

The enforcement of reasonable accommodation begins with the Director of Disability Support Services and if there is a question, it is taken up the line of command—Dean of Student Affairs, Vice President, President, and College Board.

Case Management Design and Procedures

Students' performance is monitored via a computer system where transcripts and midterm and final grades can be obtained by the program transition specialist and the College counselors and used for pre-advising and discussion of academic problems and alternative solutions for improvement.

The transition specialist sends academic feedback forms to instructors twice during the semester and follows up with the students and instructors. The specialist is available to instructors for consultation and awareness/skills workshops.

A list of high-risk students is developed each semester and follow-up is done regularly per a specific plan devised by the transition specialist and the student.

The liaison VR counselor is available on campus to meet with students regarding academic performance and how it relates to VR services one day per week.

Postenrollment services include a Summer Transition Program and three transition classes specifically designed for students who are D/HH taught by professional staff skilled in sign language.

Skilled services personnel includes a full-time program coordinator, transition/outreach specialist, secretary, lead interpreter, and an interpreting staff of three full-time interpreters and four contract interpreters and a number of part-time interpreters who are employed as needed. Interpreting services are available for regular classes and labs, tutoring, campus activities, and college-related community involvement.

Tutoring and notetaking services are coordinated by the Office of Disability Support Services. To assure high quality notes, the notetakers must have a minimum college 3.0 GPA and undergo training and monitoring by the notetaker coordinator. The tutoring staff consists of adjunct faculty and professional and peer tutors.

Nonacademic Support Services

The transition specialist provides limited personal/social counseling. The more serious problems are referred to the mental health counselor who is available on campus for students on a weekly basis for temporary services and referrals. D/HH students are provided an interpreter for appointments.

Dorms are available and equipped with flashing fire and weather alert systems with a pay phone TTY and closed-captioned television in the lobby. Additional pay phone TTYs are strategically located around campus, many campus offices have TTYs, and a loaner bank of assistive listening/alerting devices is available.

By completing an interpreter request form, students are provided interpreting services for any extracurricular activity, for campus activities such as dorm meetings, college sports, club meetings, etc. Students are referred to the Deaf Services Officer in Jackson for assistance in locating interpreters for off-campus, non-school-related activities.

Student Appeal/Grievance Polices and Procedures for Handling Accommodations Disputes and/or Complaints of Discrimination

A student may make a verbal or written complaint which must include all pertinent information to the appropriate dean. If not resolved, the complainant may request a formal hearing through the due process procedures. If a student chooses a formal hearing, the following due process steps are followed.

- A written notice(s) of complaint(s)
- Three days written notice of the time and place of hearing
- Assistance from an advisor (i.e., counselor, parent, attorney) whose role is limited to advising the student
- The opportunity to present witness(es) and to cross-examine witness(es) (student only, not the advisor)
- The right to know the sanctions that may be imposed
- The right to appeal to the District Appeals Committee and finally the President

Transition Services

During their last semester at Hinds, students who are D/HH can enroll in a special one credit-hour course entitled Life after Hinds, designed especially for students who are D/HH and taught by a professional skilled in sign language.

The objective is to provide information and experience to better prepare last-semester students for transferring to a senior university and/or entering the world of work. The course offers an increased awareness of self through clarification of work and personal values and the development of job seeking, job getting, and job keeping skills. Transferring students acquire and/or improve their skills for selecting and applying to the most appropriate college/university. Students also become more knowledgeable about consumer issues (buying practices, banking activities, and money management).

The resources/strategies used in this course are the captioned videotapes *Get It* (Lesson 1-10), library resources, class lectures and discussions, mock job interviews at the Campus Job Placement Center, and meetings with the vocational rehabilitation counselor. Students who are transferring make contacts with various universities, complete applications, and go through the entire transfer process.

The Transition Specialist coordinates with the Campus Job Placement Center, college instructors, and VR personnel, who assist the students with locating job openings. Students use their skills to apply for jobs and to interview.

Collaboration with Vocational Rehabilitation Services and Other Adult Service Agencies

In 1986, the Mississippi Department of Rehabilitation Services (MDRS) and Hinds Community College entered into an Interagency Agreement which has been renewed on a yearly basis. See Exhibit B for excerpts from this agreement.

Deaf Service Center

The goal of the Deaf Service Center is to ensure that the communication needs of deaf/hard-of-hearing in Mississippi are met. Their focus is on three areas of services:

- Advocacy
- Information and referral
- Interpreting

Students who are deaf/hard-of-hearing at HCC may use the Deaf Service Center for interpreting services which are off-campus. When calls are received for community interpreting services, they are referred to the Deaf Service Center.

Signature Works

Signature Works is a nonprofit corporation employing many deaf and deaf/blind people. Their Sign Language Interpreting Services Department serves individuals, organizations, and businesses. Among their services are interpreting, sign language classes, and educational speakers.

Students who are deaf/hard-of-hearing at HCC may use Signature Works for interpreting services, which are off campus. When calls are received for community interpreting services, these calls are referred to Signature Works.

Mississippi Registry of Interpreters for Deaf (MSRID)

MSRID is an organization for interpreters in Mississippi. The bylaws state the purpose as:

- To provide a more effective use of interpreters and transliterators by and for deaf and hard-of-hearing people
- To seek ways and means to make interpreting services more readily available for deaf and hard-of-hearing people
- To exchange ideas, opinions, and experiences concerning interpreting
- To further the use of all effective communicative skills in serving deaf and hard-of-hearing people
- To strive for the attainment of the highest standards in the use of communication skills with deaf and hard-of-hearing people

- To create awareness among deaf and hard-of-hearing people and the general public of the need for and the availability of interpreting services
- To act as a body to advance professional and ethical standards for interpreters

Services for the Deaf and Hard-of-hearing interpreters attend workshops and conferences sponsored by MSRID. Several interpreters have served or are currently serving as officers and board members. The quarterly meetings are held on our campus utilizing the satellite capabilities to hook up with two other chapters in the state.

Interpreting Training Program

The Interpreting Training Program at HCC is a two-year program in which a student may earn an Associate of Applied Science Degree. The focus of the program is to teach students how to interpret. The primary goal is to prepare students to become certified interpreters.

Services for the Deaf and Hard-of-hearing works with ITP by:

- Interpreters taking classes in the ITP program
- Interpreters serving as mentors to students during the practicum course
- ITP students participate in workshops sponsored by our program

Office on Deafness

The objectives of this agency, created by the Mississippi Legislature in 1997, are advocacy, public awareness, community outreach, and communication services. The College uses this agency for referrals as needed. Also they will be an advocate for the needs of college students.

Partnerships with Business and Industry

Resource and Coordinating Unit for Economic Development

Strong economic development requires that business and industry have access not only to a skilled workforce but also to well-educated and highly motivated workers. Hinds Community College established the Resource and Coordinating Unit for Economic Development (RCU) to work with local business and government to expand the economic base through customized training, consulting, and development. Divisions of the RCU which enable us to accomplish our goals are: computer skills labs, business and government services, industrial services, mobile literacy units, adult basic education, continuing education services, tech-prep coordination, faculty in-service training, the Small Business Development Center and International Trade Center, and the recent addition of a One-Stop Career Center.

Computer Skills Training

RCU offers short-term computer workshops with curricula developed specifically to meet the needs of business and industry. RCU has two computer labs, two full-time instructors, and several part-time

instructors who provide customized computer training for business and industry. RCU can also conduct on-site training. Some workshops taught through RCU are MS DOS, Enable, Lotus 1-2-3, WordPerfect, dBase III and IV, Quattro Pro, and many others including advanced workshops.

Business and Government Services

The Business and Government Services Division of the RCU works with local business and government to expand the economic base through customized training, consulting, and development. Some of the training programs available to business and government include supervisory management skills in the areas of communication, stress and time management, motivation, managing change, team building, problem solving, delegating, conflict management, marketing skills in telemarketing change, telephone techniques, and specialized courses in entrepreneurship, financial management, career counseling, test taking skills, Zenger-Miller, total quality management, and presentation skills.

Industrial Services

A wide range of credit and noncredit college courses is available to business and industry through the Director of Industrial Services. These offerings may come from the catalog or may be designed specifically for a given company. State funds are available to support many of these programs when they are used for new and expanded industry.

Small Business Development Center and International Trade Center

The Small Business Development Center (SBDC) and International Trade Center (ITC) provide one-to-one confidential counseling and training assistance in all aspects of small business management and international trade. SBDC services range from help with financial, marketing, production, organization, and technical problems to the development of feasibility studies. The ITC provides assistance on how to export and import. Special programs exist for inventors with patentable products, procurement of matching assistance, business financing information, and small business incubators.

One Stop Career Center

The mission of the RCU'S One-Stop Career Center is to prepare students, individuals, or displaced employees to go to work or change jobs. A four-program approach is taken to prepare individuals needing specific skills for today's job market demands. These include assessment, workforce readiness, cooperative education, and job placement services.

Assessment

During assessment, individuals are tested for basic skills, aptitudes, interest, work values, and learning styles. Assessment results lead to the identification of career objectives.

Assessment is an integral part of the career development and job search readiness process, which can take place in groups, or with individual clients. Numerous tests are available to provide individuals with information about themselves. These tests may be written or administered on computers. Some can be self-scored and others can be scored by computer. They generally fall into five categories:

- Interest inventory
- Values clarification
- Aptitude and ability tests
- Personality inventory
- Learning style inventories

Assessment results help individuals choose a major, identify a college and vocational or technical training opportunities, plan a career, or make a career transition.

- *CHOICES CT* (Career Transition): This computer-assisted career guidance program gives individuals quick access to new and motivating ways to review their work experience, transferable skills, interests, personal priorities, and educational options.
- *SIGI PLUS*: This software program combines the unique capabilities of the computer with thoroughly researched information about occupations, values, interests, skills, and educational programs.
- *Self-Directed-Search (SDS):* A simple-to-use, self-administered inventory that assists individuals or employees to find the occupations that best suit their interests.
- *Vocational Learning Styles Inventory (VLSI):* A multisensory learning styles assessment designed for school and work. The VLSI considers traditional style factors as well as environmental and working styles critical to training and job success.
- *Myers-Briggs Type Indicator*: A self-report questionnaire designed to make psychological types understandable and useful in everyday life. The MBTI will help individuals identify their strengths and unique gifts. This instrument helps individuals improve work and personal relationships, increase productivity, and identify leadership and interpersonal communication preferences.
- *Differential Aptitude Test (DAT):* A battery of eight tests (verbal, numerical, abstract reasoning, perceptual speed and accuracy, mechanical reasoning, space relations, spelling and language usage) designed to measure an individual's ability to learn or to succeed in a number of different areas.
- *Video Library*: An informative, entertaining, and comprehensive series of video programs covers several occupational clusters. A broad range of information concerning each worker trait group, including aptitude, skills, education/training, work activities, and work situations is presented.
- *PFS Resume Pro*: This resume software program has templates for chronological, functional, or combination resumes. Seven print styles, word processing for cover and follow-up letters, spell checker, thesaurus, a calendar, and contact data base are included.
- *IFIT*: This job-development concept links occupations to industries in order to locate employers.

Workforce Readiness

Through workshops, seminars, and individual instruction in workforce readiness skills, training is provided in job-seeking and job-keeping skills, including resume and job application preparation, interviewing techniques, conducting a job market campaign, interpersonal relations on the job, self-esteem enhancement and work ethics.

Cooperative Education

Cooperative education is an educational process designed to integrate classroom study with planned and supervised on-the-job experience outside the formal classroom environment. The student combines periods of college with work periods, working in business, industry, social services, and private agencies. These work periods are an integral part of the student's education and are arranged with the employers by the Hinds Community College Office of Cooperative Education and Placement. This office exercises supervision and control over the student's activities at the establishment to ensure a comprehensive training experience.

Two approaches are available for cooperative education: the alternating plan and the parallel plan. The alternating plan provides for a semester of full-time (12 hours or more) study followed by a semester of full-time employment (40 hours per week) until completion of school. The parallel plan enables the student to attend classes for part of the day and work for part of the day. Under the parallel plan, students must work a minimum of 15 hours per week. (Veterans must enroll for 12 semester hours and work a minimum of 20 hours per week under this plan to receive veterans benefits.) Under both plans, a minimum of two work semesters is required.

Students must complete a minimum of one semester maintaining a grade point average of 2.0 or better to qualify for this program. The course credit earned for the cooperative education work experience can be used toward graduation from Hinds Community College.

Job Placement

The Office of Cooperative Education and Placement provides job placement services for all Hinds Community College students and alumni. This service is free and includes full-time employment for graduates as well as part-time, summer, and cooperative education jobs. Also, a resume service is provided for a nominal fee. An application must be completed before services can be rendered. Job placement services include:

- Referrals of individuals to off-campus job interviews
- Coordination of on-campus job interview schedules
- Circulation of a weekly job bulletin that publicizes job openings and career tips to students at all locations within the Hinds Community College District

The One-Stop Career Center coordinates job placement efforts with employers. Employers who are seeking candidates for jobs may place job orders over the telephone or send job announcements to the office. Employers are encouraged to include the One-Stop Career Center in their mailing list for job openings. Also, excellent interview facilities are available for on-campus recruitment visits.

Hinds Community College and the Mississippi State Employment Service have enjoyed a cooperative relationship for many years. This agreement provides for job placement services for job-ready students, HCC graduates, and any individual from the community who receives the services of the One-Stop Career Center. Mississippi Employment Service staff are out-stationed at Hinds Community College locations to work with HCC staff in providing job placement services to applicants and processing job orders from employers. In addition, the Mississippi Employment Service job data bank and related software are utilized for job placement services at each location of Hinds Community College through the One-Stop Career Center.

Follow-Up Procedures

Academic Follow-up

The College does very little to follow up on dropouts. A student who drops out in the middle of a term is hard to track because he or she usually drops out by ceasing to attend class. Most community college students who drop out do by "stopping out" before completing their educational goals. At the beginning of each term, the College collects a record of each student's educational intent, which provides a method of deciding which students have met their educational goals at the point of their "stopping out."

There are two groups of "completers": the academic students who proceed to a four-year school and the vo-tech students who enter the workforce after graduation. With regard to the first group, the College receives follow-up information by student ID number from most of the state universities. Based on this information, the College performs periodic studies on that group. From that information, we know that Hinds completers perform almost as well at the universities as do their native students. Institutional Research is responsible for university transfer information. The data from the universities are received sporadically. Some universities provide this data after each semester and some provide it only occasionally.

Vocational Follow-up

Follow-up is done annually on all students enrolled in a vocational or technical program who complete one or more semesters of training. Employment information gathered on the student includes name and address of company/firm, job title, immediate supervisor, job duties, and current salary. If the student is continuing his or her education, that kind of information is also gathered.

Follow-up is done by the instructor of the vocational or technical program by means of telephone, mail, or in person. Follow-up information is documented and kept on file at the local school. Summary reports are submitted annually to the Department of Education, Vocational-Technical Division.

Deaf and Hard-of-Hearing Graduate Follow-up

Follow-up is done annually by the Deaf and Hard-of-hearing Services Office staff on all students who have graduated the previous year. See Exhibit D for an example of the graduate follow-up questionnaire that is sent to the graduates. Information received is kept on file in the Deaf Services Office.

Follow-up of Graduates from 1997-1998

Fall 1997 Graduates	Major:	Office Clerk
	Job Title:	Unemployed
	Major:	Elementary Education
		Returned to HCC to take additional classes
Spring 1998 Graduates	Major:	Office Clerk
	Job Title:	File Clerk at Veterans Administration Hospital
	Major:	Offset Printing
	Job Title:	Unemployed
	Major:	Business Office Technician
	Job Title:	Mortgage Loan Specialist at Trustmark Bank
	Wages:	$15,000-$20,000
	Major:	Office Clerk
	Job Title:	Data Entry Specialist at Trustmark Bank
	Wages:	$15,000-$20,000
Fall 1998 Graduates	Major:	Graphic Arts
		Returned to HCC to take additional classes
	Major:	Business Accounting
	Job Title:	Bus Boy at The Pickle Barrel
	Wages:	$5,000-$10,000
	Major:	Offset Printing
		Returned to HCC in another major

Staff Development, 1996-1999

- *Postsecondary Consortium Student Leadership Teleconference* broadcast at Hinds January and February 1996.
- Training workshop for Mississippi Vocational Rehabilitation Counselors and Interpreters on February 8–9, 1996.
- Training Specialist attended a workshop sponsored by Mississippi Deaf Women's Association entitled "Parliamentary Procedure Process" in February 1996.
- Program Specialist and Transition Specialist attended a workshop in Jackson entitled *The Tangled Web That's Weaved: Funding for Assistive Technology* on February 27, 1996.
- Program Specialist and Transition Specialist conducted a transition workshop for teachers at Mississippi School for the Deaf on April 12–13, 1996.

- Six interpreters attended the *Hand in Hand* deaf/blind workshop at Signature Works in Hazelhurst, Mississippi, in April 1996.
- Seven staff members and the Program Administrator attended the Postsecondary Consortium Regional Conference in Knoxville, Tennessee. Program Coordinator and Lead Interpreter co-presented a workshop entitled *Leading into the 21st Century* April 17–20, 1996.
- Program Secretary attended a workshop in Jackson entitled *Management Skills for Secretaries, Administrative Assistants and Support Staff* on April 30, 1996.
- Transition Specialist, Program Coordinator, and Program Specialist presented the Teacher Workshop at Mississippi School for the Deaf on May 10, 1996.
- Team Building and Goals Review Workshop for staff on May 16, 1996.
- Deaf Club Sponsor attended a workshop in Jackson to improve newsletter writing skills.
- Mississippi School for the Deaf Transition Program—Presentation to seniors entitled *Deaf Role Model in Community* by Transition Specialist in August 1996.
- Director of Disabled Student Services attended a notetaker/tutor workshop in Knoxville, Tennessee, sponsored by the Postsecondary Education Consortium in September 1996.
- Staff attended Mississippi Registry of Interpreters for the Deaf state conference in September 1996.
- Program Coordinator attended a training seminar for ACT Test Room Supervisors in September 1996.
- Program Coordinator attended workshop entitled *Powerful Communication Skills for Women* in September 1996.
- Interpreter attended Mississippi Baptist Conference for the Deaf in October 1996.
- Program Coordinator attended audio conference *Access to Higher Education for Students with Disabilities* in October 1996.
- Interpreter attended a Silent Weekend in Biloxi, Mississippi, in October 1996.
- Secretary attended workshop *Front Desk Survival Skills for Secretaries* in October 1996.
- Program Coordinator attended *Total Quality Management* presentation in October 1996.
- Program Coordinator attended *Use of Technology in English and Reading Classrooms* in October 1996.
- Interpreter attended *Stress Management Workshop* in October 1996.
- Interpreter Coordinator and Program Counselor attended the Southeast Regional Institute on Deafness in Nashville, Tennessee, in November 1996.
- Program Coordinator and Program Counselor attended Mississippi Association of Developmental Education Convention at Hinds Eagle Ridge Center in November 1996.
- Program Coordinator participated in the PEC Administrators/Coordinators Conference in Knoxville, Tennessee, in November 1996.

- Program Coordinator attended Distance Learning Network (*Contemporary Trends in the Assessment and Treatment of Personality Disorders*) in November 1996.
- Program Coordinator attended a workshop in Jackson, Mississippi, entitled, *Developing and Monitoring a Budget* in December 1996.
- Program Coordinator presented to Rankin County School Counselors on *Counseling Techniques with Deaf and Hard-of-hearing* Students in Brandon, Mississippi, in December 1996.
- Two interpreters led a mini-workshop for Hinds Community College interpreters entitled *Shadow Interpreting* in February 1997.
- Program secretary attended a workshop entitled *Poised and Polished Receptionist* in February 1997.
- Deaf Club Sponsor attended a workshop on parliamentary procedures given by Larry Cagle from Hinds Community College in February 1997.
- Program Coordinator attended a workshop on *Reality Therapy, Choice Theory, and Quality Management* in February 1997.
- Transition Specialist attended a live teleconference in Madison, Mississippi, at the Division of Rehabilitation Services entitled *College Success and Attention Deficit Disorder Student* in February 1997.
- Two interpreters presented a workshop entitled *Oral Interpreting* in March 1997.
- Transition Specialist attended the AT&T THSRS Relay Forum at Mississippi School for the Deaf in March 1997.
- Program Coordinator and Program Secretary attended the Hinds Community College staff development workshop *Introduction to the Internet* in March 1997.
- Program Coordinator attended the Hinds Community College staff development workshop *Introduction to Windows 95* at Utica in April 1997.
- Interpreters and staff attended a Gallaudet Satellite Workshop hosted by Services for the Deaf and Hard-of-hearing on *Storytelling and ASL: From Lecture to Literacy* April 18, 1997.
- Thirteen Hinds Community College faculty and staff attended the American with Disabilities Act video teleconference workshop on May 8, 1997.
- Transition Specialist attended the TEAM (American with Disabilities Act Training) workshop in Jackson, Mississippi, sponsored by the Coalition of Citizens with Disabilities May 15–16, 1997.
- Transition Specialist attended the Dean and Counselors workshop at the Hinds Community College Lodge on June 6, 1997.
- Transition Specialist attended the Deaf Women United Conference in Rochester, New York, July 30 through August 3, 1997.
- Four program staff members attended two Hinds Community College Professional Development Workshops entitled *Update on Hinds Community College Information Technology* and *Student Retention* on August 12, 1997.
- Interpreter Coordinator completed a workshop entitled *Usher Syndrome* on August 15, 1997.

- Transition Specialist attended the Mississippi Association of the Deaf Convention at Gulfport, Mississippi.
- Services for the Deaf and Hard-of-hearing staff interpreters attended a workshop entitled *How to Work with a Student with Ushers Syndrome* on September 12, 1997.
- On September 19, 1997, two workshops were conducted and hosted by the Services for the Deaf and Hard-of-hearing Program: (1) *Maximizing Educational Opportunities for Student Success: Language Workshop for English and Reading Instructors and Tutors* presented by Katherine Bruni from Dekalb College in Atlanta, Georgia. Twenty-four college and high school instructors, students majoring in Deaf Education, and community agency representations attended. (2) *Interpreting with a Deaf Perspective* presented by Paula Sargent, lead professor in the Interpreter Training Program at Miami-Dade Community College, Florida.
- Program Coordinator and Administrator attended the Postsecondary Education Consortium Administrators conference in Nashville, Tennessee, September 23–26, 1997, to discuss outreach/technical assistance planning.
- Program Coordinator attended a Professional Development Institute Workshop entitled *Charting Your Course for Success* at the Hinds Eagle Ridge Conference Center.
- Fifteen Hinds Community College interpreters and staff attended an outreach planning and evaluation workshop at Lake Tiak-O-Khata October 3–5, 1997.
- Program Coordinator attended a workshop entitled *Diagnosis and Treatment of Adolescent Disorders* in Jackson, Mississippi, on October 10, 1997.
- Two interpreters attended the Mississippi Baptist Conference for the Deaf on October 10, 1997, in Clinton, Mississippi.
- Program Coordinator attended a *Total Quality Management* presentation the week of October 14–18, 1997.
- Two interpreters presented a workshop entitled *Team Interpreting* to interpreters at Hinds Community College for staff development on October 24, 1997.
- Program Coordinator attended the audio conference *Access to Higher Education for Students with Disabilities* the week of October 21–25, 1997.
- Program Coordinator attended a demonstration on the use of information technology in English and reading classrooms the week of October 21–25, 1997.
- Interpreter attended a stress management workshop at the Ramada Coliseum the week of October 21–25, 1997.
- Program Coordinator attended the PEC Peer Evaluation Training for Team Leaders in Atlanta, Georgia, November 3–4, 1997.
- Program Coordinator attended the Mississippi Counseling Association State Conference November 6–7, 1997.
- Two interpreters attended a workshop on November 12, 1997, entitled *Marketing to Adult Students.*
- Interpreter Coordinator taught *Fundamentals of Sign Language at the Resource and Coordinating* Unit for Professional Development Institute on November 19, 1997.

- HCC Deaf and Hard-of-hearing staff attended a professional development workshop on sexual harassment on November 20, 1997.
- On November 21, 1997, an interpreter and the Interpreter Coordinator attended a workshop entitled *How To Be an Effective Team Leader.*
- Five interpreters completed 16 hours of Cued Speech training with Amy Breland, Cued Speech Trainer, November 25, 1997.
- An interpreter attended a Microsoft Word PDI summer course at HCC Rankin campus on June 12, 1998.
- Six HCC interpreters attended a workshop at HCC on June 15, 1998, entitled *Mental Health for Interpreters.*
- HCC's Program Coordinator attended the College Council's strategic planning on July 31, 1998, conducted at the HCC Lodge. Forty faculty/staff/administrators attended.
- The HCC Program Coordinator attended a workshop for college orientation faculty on August 4, 1998.
- The HCC Program Coordinator and Interpreter Coordinator attended the federal site visit in Atlanta, Georgia, August 10–12, 1998. The Interpreter Coordinator presented the Team Building Model, and the Program Coordinator presented the proposed 1999 outreach activities.
- The HCC Program Coordinator participated August 25–26, 1998, on a committee to develop the college goals for the Student Services Department.
- On September 1, 1998, the Interpreter Coordinator and an interpreter taught a PDI course entitled *Fundamentals of Sign Language* to nine HCC staff.
- On September 14–16, 1998, the Program Coordinator and HCC DSS Director attended the Americans with Disabilities Act (ADA) Training in Decatur, Georgia.
- On September 14, 1998, ten interpreters attended the MSRID meeting at HCC Media Center.
- Two interpreters gave a PDI course entitled *Communication Between Deaf and Hearing in the Education Setting* on September 17, 1998, at the HCC Media Center.
- On September 19, 1998, six HCC program staff attended a workshop entitled *Educational Interpreting* at HCC, presented by the Instructor for Interpreter Training Program, St. Petersburg Community College. The workshop was sponsored by the Postsecondary Education Consortium and HCC's Deaf and Hard-of-hearing Program.
- On September 24, 1998, 28 participants attended a satellite broadcast entitled *Focus on Faculty: Effective Pedagogy with Students Who Are Deaf and Hard-of-Hearing,* hosted by HCC in the Media Center. Hinds also sponsored the broadcast at Gulf Coast Community College (18 attended) and at University of Mississippi (10 attended).
- On September 25, 1998, the Program Secretary attended an all-day workshop in Jackson, Mississippi on *The Indispensable Assistant.*
- To bring more deaf awareness to faculty and staff working with deaf and hard-of-hearing students, two HCC interpreters presented a PDI class entitled *Communication between Deaf and Hearing in the Educational Setting* on October 7, 1998, at the HCC Media Center.

- HCC interpreters attended a workshop entitled *Teaching Sign Language* by George Joslin at MBCD, Camp Garaywa, Clinton, Mississippi, on October 10, 1998.
- On October 14, 1998, the Program Coordinator and DSS Director traveled to HCC Jackson Academic/Technical Center to provide technical assistance to the new DSS counselor and the special populations counselor on that campus.
- The Program Transition/Outreach Specialist and an interpreter attended the SERID Conference, November 1–4, 1998.
- On November 3, 1998, the Interpreter Coordinator attended the first planning session for the Statewide Silent Weekend planned for April 9 and 10, 1999. The second planning meeting was held on November 22, 1999.
- In order for our staff to provide better technical assistance to others in the state, Director of HCC Library and Media Services, on November 6, 1998, did an in-service training on the new library system and the various Magnolia data bases.
- On November 12, 1998, the program sponsored the DSS Director to attend the Mississippi Association of Developmental Education Conference in Hattiesburg. She attended with the program coordinator.
- For outreach and collaboration purposes, the Program Coordinator attended the Mississippi Counseling Association conference on Vital Connections, November 18–19, 1998 in Jackson.
- On January 5, 1999, HCC DSS Notetaking Coordinator Debbie Kazery attended convocation at the HCC Mayo Field House, a student services meeting conducted by Dr. George Barnes, and a break-out session on *Teaching Responsibility to Students* conducted by Dr. Larry Crowson.
- On January 19, 1999, nine HCC DHH staff attended the MSRID meeting at the HCC Media Center.
- The Outreach Coordinator for Behavioral Health Services at St. Dominic Jackson Memorial Hospital met with the Program Coordinator on February 1, 1999 to discuss resources for students with psychiatric disabilities and interpreter services for deaf students with psychiatric disabilities. He provided a workshop for the DSS staff (interpreters, tutors, outreach specialist, and program coordinator) a few weeks later.
- On February 8, 1999, Carol Kelley, Jamy Dickson, and Bonnie Spencer toured St. Dominic Behavioral Health Services facility. Dean Doty, St. Dominic Outreach Counselor, explained their referral procedures and discussed possible presentation topics.
- Carol Kelley, Jamy Dickson, and Tonia Erves attended Network Training for PDI credit on February 10, 1999.
- On February 10, 1999, two interpreters gave a PDI presentation entitled *Deaf Awareness to Faculty Working with Deaf and Hard-of-hearing Students* to nine HCC faculty and staff.
- On February 11, 1999, Jamy Dickson attended a counselor and principals workshop on the Rankin campus.
- Debbie Kazery on March 18, 1999 attended the teleconference *Funding Services for Deaf and Hard-of-Hearing Students* at HCC.
- On February 19, 1999, an interpreter attended a Statewide Planning Committee meeting for teams for a June 1999 Transition Conference. Nine members were present.

- Interpreter Injury Prevention Workshop was held on February 19, 1999, during the monthly interpreters meeting. The workshop was led by Bryan Johnson, HCC Athletic Trainer. Twelve HCC interpreters attended.
- On February 20, 1999, the Program Coordinator attended the Sunbelt Region Glasser Institute Annual Meeting and Workshop for *Reality Therapy, Choice Theory and Lead Management* at Mississippi College, in Clinton. Approximately 60 agencies and college/school counselors were available for outreach purposes.
- Two interpreters made a video on *Deaf Awareness for Faculty Working with Deaf and Hard-of-hearing Students* on February 23, 1999, at the HCC Media Center. This video will be used to provide outreach and technical assistance to other schools with deaf and hard-of-hearing students.
- On February 23, 1999, the Program Coordinator visited East Central Community College in Decatur, Mississippi, with the HCC Director of the Learning Center and the chairperson of the math department to meet with Mary Hanson to view Plato software and discuss the implications with various type students, especially accessibility for students with disabilities. A meeting was scheduled with the Dean of Students to discuss his involvement with students with disabilities.
- On February 25–26, 1999, Carol Kelley, DSS Coordinator, and Jamy Dickson, Transition/Outreach Specialist attended the MC JCCA Conference for Community College Counselors. Approximately 70 persons were in attendance.
- Teresa Smith coordinated the satellite broadcast *Funding Services for Deaf and Hard-of-Hearing Students in Postsecondary Education: Policies and Practices that Work* on March 18, 1999, at HCC. Fifteen attended the workshop. HCC provided the downlink to Mississippi State University and the University of Mississippi.
- Myra McLendon, DSS Tutorial Specialist, attended the satellite broadcast entitled *Funding Services for Deaf and Hard-of-Hearing Students* on March 18, 1999. Myra also attended the workshop entitled *Deaf Awareness for Faculty Working with Deaf and Hard-of-hearing Student* on March 30, 1999. These were all held on the HCC campus in Raymond.
- Debbie Kazery attended the workshop entitled *Deaf Awareness for Faculty* on March 20, 1999, at the HCC Media Center. She also attended the HCC Network Training workshop conducted by Penny Thrash on April 12, 1999.
- On March 23, 1999, Myra McLendon attended a day-long seminar entitled *Emotions* presented by Nicholas Hall, Ph.D., in Jackson, Mississippi.
- On March 23, 1999, Program Coordinator Carol Kelley presented as part of a panel at the Pearl District Parent/Teacher Support Group on *How to Choose a College for Deaf/Hard-of-Hearing Students and Students with Other Disabilities.*
- On March 23, 1999, the Program Coordinator, Program Outreach/Transition/Disability Specialist and DSS Tutor Coordinator attended a workshop in Jackson entitled *Emotions* sponsored by the Mind Matters Organization.
- Program Outreach/Transition/Disability Specialist Jamy Dickson attended the PDI Training *Introduction to Scanners* on March 30, 1999.
- On March 30, 1999, Marlene Amick and Gloria Ballard presented a PDI course on *Deaf Awareness* to eight HCC faculty in the Media Center.

- Three HCC interpreters, Marlene Amick, Teresa Smith, Mary Evelyn Shed, and HCC Outreach/Transition/Disability Specialist Jamy Dickson attended the DSC Silent Weekend Workshop April 9-11, 1999 in Florence, Mississippi. HCC's Deaf/HH program served on the planning committee, assisted with registration, planned skill building activities, and served as mentors for student interpreters attending the workshop.
- The Program Coordinator participated in the Hinds Community College District Long Range Planning Workshop on April 21, 1999.
- On April 22, 1999, the interpreter coordinator and an interpreter taught a PDI course entitled *Fundamentals of Sign Language* to ten HCC faculty and staff.
- On April 27–30, 1999, Carol Kelley and Jamy Dickson attended the PEC SOTAC meeting in Knoxville, Tennessee. This meeting was for planning program goals for next year.

Evaluating the Performance of Students Who Are Deaf or Hard-of-Hearing

	Fall 1996		Spring 1997		Fall 1997*	
Grade Point Average	Semester	Cumulative	Semester	Cumulative	Semester	Cumulative
3.6-4.0	1	1	1	0	3	2
3.1-3.5	4	2	3	3	5	8
2.6-3.0	11	7	10	8	7	7
2.0-2.5	7	15	3	18	8	14
Below 2.0	9	6	17	5	10	8
Total number of students	31		34		39	

	Spring 1998		Fall 1998		Spring 1999	
Grade Point Average	Semester	Cumulative	Semester	Cumulative	Semester	Cumulative
3.6-4.0	2	1	6	2	3	2
3.1-3.5	2	4	6	8	7	8
2.6-3.0	6	7	7	8	6	5
2.0-2.5	10	11	12	11	6	8
Below 2.0	12	9	5	7	6	5
Total number of students	32		36		29	

* Six students withdrew during the fall 1997 semester.

Students with significant disabilities who:	*Associate Degree Program*	*Diploma Program*	*Certificate Program*	*Specialized Training Program*
Completed their program during/following the 1997–1998 school year	0	0	5	0
Continued course of study in 1998–1999	11	0	10	9
Transferred to a different program for 1998–1999	2	0	2	0
Dropped out of school before completing program	1	2	5	0

Post-School Status of Those Enrolled During 1997–1998 Who Completed Their Programs	
Enrolled in four-year college	0
Employed 35 hours or more per week	4
Number unemployed	2

Student Awards and Achievements August 1996 – December 1999

- Two students were chosen for *Who's Who Among Students in American Junior Colleges* in November 1996 and November 1997, respectively.
- One student received an award from the Dean's and President's Scholars Program on February 20, 1997.
- One student was nominated to receive the All-American Scholar Collegiate Award by Dr. Naftel, Chairperson for the Business/Technical Department at Hinds Community College.
- One student was inducted in Phi Theta Kappa on February 23, 1997.
- One student was chosen as the delegate of his speech class for the spring 1997 speech competition in Brooks Auditorium. Another was chosen by her class to speak at the 1997 fall speech competition at Hinds Community College. She placed in the first round of competition.
- The reigning Miss Deaf Mississippi (1994–1998) crowned a new Miss Deaf Mississippi on January 17, 1998 at Mississippi School for the Deaf. A student won Miss Congeniality.
- On February 20, 1998, five students interviewed with the State Relations Manager with the President's Committee on Employment of People with Disabilities.
- The HCC Deaf Club donated $200 to sponsor two Mississippi School for the Deaf students for the Finland trip as a community service project.

- A student was chosen as a member of Phi Theta Kappa. He also was honored at the President's/Dean's Scholar Program on February 26, 1998.
- Spring 1998 graduates include two from the office clerk program, one from the printing program, and one from the business office technology program.
- One student graduated from the accounting and business administration program, Summer 1998.
- Twelve students participated in and two students worked during the HCC Summer Transition Program July 12–17, 1998.
- On November 5, 1998, the *Clarion Ledger* featured a prominent article on a student who is an HCC football player. The article was accompanied by a large photograph of the student and his interpreter on the front page of the sports section.
- A student received an award certificate from the State Department of Education for his work in Helsinki, Finland. He and another student conducted a study on global warming and presented their findings in Helsinki.
- On November 17, 1998, the HCC Deaf Club participated in the HCC Fall Club Fair Celebration by setting up a display booth. The booth contained flyers describing the function and purpose of the club, scrapbooks filled with pictures of various club activities, and copies of *Sound Off*, the club newsletter.
- The HCC Deaf Club adopted a deaf gentleman for Thanksgiving by providing him with a box of food. The Deaf Club had its Thanksgiving Social on November 17. The ASL I class was invited to give them the opportunity for quality time with deaf adults.
- The Deaf Club adopted two deaf boys for Christmas by purchasing a TV/VCR for them.
- On March 19 and 20, 1999, ALCA (Association of Landscape Contractors of America) held the Annual National Convention and Competition on the University of Kentucky campus in Lexington. A student placed second in the Wood Construction Competition.
- An HCC student auditioned for a part in the play *Beauty and the Beast* at New Stage theatre and received the part.
- A student is chairperson for the fundraising committee for the HCC Association of Student Government.
- The HCC Deaf Club donated $200 to the Cain Hall building fund.
- Deaf Connection members and Deaf Connection sponsors helped with registration for the Geography Bee held at HCC April 9, 1999.

Program Evaluation

Each semester students evaluate the Program's services—interpreters, counselors, tutors, notetakers, classes, etc. The feedback from each of the evaluations is used to improve that particular service which improves the quality of the program as a whole.

The Student Profile Information (SPI) System is an important component of the Postsecondary Education Consortium's reporting system. PEC's goal is to develop a system that will take student information and provide useful reports that serve not only to report statistics to the federal government and institutional administrators, but also to identify trends that can prove very useful in projecting student needs and planning future services. The program can get a better understanding of the student population as well as better identify the accessibility needs of students. The *Student Profile Instrument* consists of three parts: student self-identifying information, student outcomes status, and exit information for nonreturning students (see Exhibit E).

A thorough PEC Peer Process Evaluation is conducted every three to five years (see Exhibit F). An on-site monitoring visit is conducted yearly by the director of the PEC to help programs achieve the recommendations of the Peer Evaluation and provide consultation for continuous improvement.

Plans for Improvement

- Place a greater focus on outreach and technical assistance to other postsecondary programs, secondary programs, and agencies serving D/HH students in the areas of English, reading, and writing; educational interpreting; secondary disabilities; transitioning; and satellite broadcasts.
- Place more emphasis on transition and retention.
- Expand the vision for educating the nontraditional student.
- Collaborate with other state, affiliate, regional, and national programs to develop and implement "train the trainer" workshops based on needs assessments in the areas of C-Print, team-building leadership skills and staff activities, and faculty/staff awareness.
- Implement an electronic notetaking system.
- Develop a Services for the Deaf and Hard-of-hearing and Deaf Club web page.
- Conduct more student leadership training and community service projects.
- Present at local, state, regional, and national conferences, workshops, and seminars.
- Investigate and develop statewide planning.
- Utilize evaluations to update and refine the Summer Transition Program.
- Continue developing interpreter skill building workshops and information packet models.
- Develop new models in the areas of team building and mentoring.
- Request assistance from HCC in implementing the long-range plan of an addition to the office building to provide more space for staff and students.
- Utilize the Hinds Professional Development Institute for staff development.

Exhibit A

Agreement Form for Tape Recording Lectures

Under Section 504, Subpart E Postsecondary Education, of the 1973 Rehabilitation Act and the Americans with Disabilities Act, institutions of higher education must provide reasonable accommodations to a student's known disability and may not deny equal access to the institution's programs, courses, and activities. Tape recording lectures is a reasonable accommodation for students whose documentation calls for this accommodation.

Faculty have the right to require a student who uses a tape recorder to sign an agreement for tape recording and present the form to the instructor.

I,_____, agree that I will not release the tape
(Student's name)

recordings, or transcription, or otherwise hinder _____
(Professor/Instructor's Name)

ability to obtain a copyright on lectures that I have taped in

_____.
(Department, Course Number, and Title)

_____ _____
Date Student Signature

This form is to be submitted to the instructor/professor upon completion.

Exhibit B
Interagency Agreement Between the Mississippi Department of Rehabilitation Services and Hinds Community College (Excerpts) 97-331-I406-001

THIS AGREEMENT is entered into, by, and between the Mississippi Department of Rehabilitation Services (MDRS) and Hinds Community College (HCC).

Whereas, MDRS is the state agency responsible for the administration of the Rehabilitation Act of 1973, Amended 1992, 29 U.S.C. §§ 701, *et. seq.* and is further mandated, under §§ 37-33-13 through 37-33-201, Miss. Code Ann. (1972), to provide vocational rehabilitation services to individuals with disabilities in Mississippi;

Whereas, pursuant to the authority of the above said Acts, MDRS may enter into agreements with other entities to provide vocational rehabilitation services to individuals with disabilities; and;

Whereas, Hinds Community College is an eligible entity desirous of entering into an agreement with MDRS for the purpose of providing vocational rehabilitation services to individuals with disabilities;

Therefore, in consideration of the mutual interests and responsibilities of the parties, this agreement is entered into, by, and between the parties hereto upon the following terms, provisions and conditions:

Scope of Services

HCC shall perform and render the following services:

HCC will, in compliance with all applicable state and federal laws and regulations and subject to the limitations set out herein and pursuant to MDRS standards, specifications, and requirements and further subject to the requirement contained in the "Program Narrative," a copy of which is attached hereto and made a part hereof as Attachment A, provide vocational rehabilitation services to clients of MDRS and prefer potential clients to MDRS according to the parameters set forth in the "Program Narrative."

Period of Performance

The period of performance of the obligations and duties under this agreement shall begin on October 1, 1996, and end on September 30, 1997.

Method of Payment

Limitations on salaries, travel, contractual services and commodities, as set forth in the "Proposed Budget," cannot be transferred between categories without the express written consent of MDRS. All expenditures for the administration and provision of vocational rehabilitation services shall fall under the direct control and at the discretion of MDRS.

MDRS will make federal funds available for this project. HCC will provide the match. Quarterly, HCC will pay 100% of the expenses incurred by the program. HCC will then invoice MDRS for the federal share of expenses. Included in the quarterly invoice will be HCC's certification that they have provided/paid the match. MDRS will remit payment no later than thirty (30) days of the invoice date received from HCC.

It is expressly understood and agreed that in no event will the total compensation to be paid by MDRS hereunder exceed the specified amount of Two Hundred Four Thousand, One Hundred Forty-One Dollars ($204,141.00).

Assurances

Individuals Served

It is expressly understood by both parties to this agreement that only individuals who are eligible for vocational rehabilitation services, as determined by an authorized MDRS representative, will be served.

Nonduplication of Service

The vocational rehabilitation services, provided under this agreement, are not services of HCC to which the individual with a disability would be entitled if the individual were not an applicant or client of MDRS, and furthermore these services must represent new services or new patterns of services of HCC.

Cost

HCC assures that the cost of administrative activities are not costs which are attributable to the general expense of HCC in carrying out the administrative functions of HCC.

Annual Review

MDRS will review this agreement at least once annually to determine the effectiveness of the services provided and to assure that it is being operated in compliance with the requirements of this agreement.

Funding

It is expressly understood by the parties hereto that the fulfillment of the obligations of MDRS under this agreement is conditioned upon the availability and receipt of federal and state funds. In the event that funds are insufficient or otherwise unavailable to satisfy payments due under this agreement, MDRS shall not be obligated to make such payments, and all further obligations of MDRS under this agreement shall cease immediately, without penalty, cost, or expense to MDRS of any kind whatsoever. In the event of such insufficiency or unavailability of funding, MDRS shall notify HCC, in writing, of such event, and this agreement shall be void.

Relationship of Parties

The relationship of HCC to MDRS shall be that of an independent contractor. None of the provisions of this agreement are intended to create, nor shall they be construed to create an agency, partnership, joint venture or employer/employee relationship between MDRS and HCC.

Record Access and Retention and Audit

Maintenance of Records

HCC shall establish and maintain financial records, supporting documentation, and any other such records that may be necessary to reflect the performance of obligations under this agreement.

Fiscal Requirements and Audit

HCC shall establish fiscal control and fund accounting procedures, including internal control procedures, as may be necessary to assure the proper disbursal of and accounting for funds paid under this agreement. HCC shall keep, maintain, and present to MDRS, as required, necessary and proper invoices, vouchers, receipts, quotes, bids, etc. to support expenditures of funds. HCC shall further keep and maintain such bookkeeping and accounting records and procedures as may be established by MDRS. HCC's records shall be sufficient to allow MDRS to review and monitor HCC's operations. Records shall be set up and maintained in according to state purchasing and procurement regulations.

Further, HCC will comply with the audit provisions of Public Law 104-156, and any rules promulgated pursuant thereto.

Record Retention/Access to Records

MDRS, any state agency authorized to audit MDRS, the Rehabilitation Services Administration, and Comptroller General of the United States, or the duly authorized representative of any of the above, shall have the right of access to any books, documents, papers, or other records of HCC which pertain to the performance of the obligations under this agreement, in order to make audit, examination, excerpts, and/or transcripts. These records shall be retained for at least three (3) years from the date of completion of the terms of this agreement; however, if any litigation or other legal proceeding, by or on behalf of the state or federal government had begun and is not complete at the end of the above said three (3) year period, or if audit findings, exceptions, litigation, or other legal proceedings have not been resolved at the end of the above said three (3) year period, all records shall be retained until such time as such proceedings are resolved.

Ownership of Documents and Work Product

All documents, notes, programs, books, data bases (and all applications thereof), files, reports, studies, unfinished documents, and/or other materials collected or prepared by HCC specifically at the request and solely for the use of MDRS, which information is not of the sort that would be compiled in the ordinary course and scope of HCC's regular business activities, shall be owned by MDRS upon completion or termination of this agreement. MDRS reserves the rights to any and all information and/or materials collected on its behalf.

HCC assures that any and all information regarding clients of MDRS will be kept strictly confidential pursuant to 34 CFR 361.49 and will become the property of MDRS. HCC further assures that MDRS shall have full access to all information collected. HCC is prohibited from use of the above described information and /or materials without the express written approval of MDRS.

Property, Equipment, and Supplies

Property, equipment, and supplies purchased, in whole or in part, with funds provided by MDRS shall be procured, accounted for, and disposed of in accordance with applicable state and federal laws and regulations.

Termination

Termination for Cause

If, through any cause, HCC shall fail to fulfill in a timely and proper manner, as determined by MDRS, its obligations under this Agreement, or if HCC shall violate any of the covenants, agreements, or stipulations of this Agreement, MDRS shall thereupon have the right to terminate the Agreement by giving written notice to HCC of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. In the event of such termination, HCC shall be entitled to receive just and equitable compensation for satisfactory work completed on documents, services, or materials collected and/or prepared by HCC in connection with this Agreement as of to the date of receipt of Notification of Termination. Such compensation shall be based upon the fees set forth in Paragraph 3, but, in no case, shall said compensation exceed the total Agreement price.

Notwithstanding the above, HCC shall not be relieved of liability to MDRS for damages sustained by MDRS by virtues of any breach of this Agreement by HCC, and MDRS may withhold any payments to Independent Contractor for the purpose of set off until such time as the exact amount of damages due to MDRS from Independent Contractor is determined.

Termination for Convenience

Either MDRS or HCC may terminate this agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. HCC shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of HCC covered by the Agreement less payments of compensation previously made.

Agreements by HCC

Assignment, Subcontract, or Transfer

HCC shall not assign, subcontract, or otherwise transfer the obligations incurred on its part pursuant to the terms of this agreement without the prior written consent of MDRS. Any attempted assignment or transfer of its obligations without such consent shall be wholly void.

Liability

If MDRS grants permission to assign, subcontract or transfer any part of this agreement, HCC shall require the assignee, transferee, or subcontractor to indemnify, release, save, and hold harmless MDRS from and against all claims, demands, liabilities, suits, damages, and costs of every kind and nature whatsoever, including court costs and attorney's fees arising under this agreement. All work performed by the assignee, transferee, or subcontractor shall be the responsibility of HCC. HCC may secure the above said assurances from a contractor or subcontractor by any reasonable means, including, but not limited to, the posting of a performance bond.

Compliance with Laws, Rules, and Regulations

HCC shall comply with any and all applicable laws, statutes, ordinances, rules, regulations, policies, procedures, and directives of the United States, the State of Mississippi and any political or administrative subdivision thereof, including, but not limited to: the Americans with Disabilities Act, the Rehabilitation Act, and any other requirements that may affect the performance of the obligations under this agreement. HCC further agrees that it shall not discriminate against any employee, subcontractor, or consultant, nor shall any person be subject to discrimination in the performance of this agreement because of race, creed, color, sex, age, national origin, or disability.

It is further understood that HCC will maintain workers' compensation coverage which shall inure to the benefit of all of HCC's personnel provided hereunder comprehensive general liability and where applicable, employee fidelity bond insurance. HCC will furnish MDRS with a certificate of insurance or other evidence of the aforesaid coverage.

Modification or Amendment

This agreement may be modified or amended by mutual consent of the parties. Any modification or amendment shall be made in writing, clearly stating the changes being effected and shall be duly executed by an authorized representative of each party.

Resolution of Dispute

Any dispute concerning a question of fact under this agreement which cannot be resolved by ordinary means shall be decided by the Executive Director of MDRS and the President of HCC or such persons as they designate. Disputes that cannot be resolved in this manner shall be determined by a court of competent jurisdiction in Hinds County, State of Mississippi. Pending final decision of a dispute, HCC shall proceed diligently with the performance of this agreement.

Waiver

Failure of either party to insist upon strict compliance with any of the terms, conditions, or obligations under this agreement shall not be deemed a waiver of such term or terms or a relinquishment of any similar right or power, or of any other provision under this agreement at any subsequent time, nor shall it be construed as an amendment to or modification of the terms of this agreement.

Severability

Should any term or provision of this agreement be found to be prohibited by the laws of the United States or the State of Mississippi, or should any term or provision be declared invalid or void by a court of competent jurisdiction, the remaining terms, conditions, and obligations shall be valid and enforceable, to the fullest extent permitted by law, and shall not be affected by the invariability of any other provision.

Notice

Any notice required or permitted to be given under this agreement shall be in writing and sent by Certified Mail, Return Receipt Requested, to the party to whom notice should be given at the address set forth below:

MDRS: Nell C. Carmey, Executive Director
Mississippi Department of Rehabilitation Services
P.O. Box 1698
Jackson, Mississippi 39215-1698

HCC: Dr. Clyde Muse, President
Hinds Community College
P.O. Box 458
Raymond, Mississippi 39154

Each party agrees to notify the other promptly in the event of change of address.

Entire Agreement

This agreement and any document attached hereto or incorporated by reference, constitute the entire agreement between the parties with respect to the subject matter contained herein and shall supercede and replace any and all prior negotiations, understandings and agreements, whether written or oral, between the parties hereto.

Attachment A

Program Narrative

This agreement is for the purpose of insuring quality postsecondary education to deaf individuals including adequate services and is made pursuant to the regulations of the Mississippi Department of Rehabilitation Services and its administrative requirements for encumbering funds as set forth in the code of federal regulations.

Hinds will use funds made available by the Department of Rehabilitation Services for the purpose set forth in the budget portion of the contract. Hinds will also contribute funds in accordance with this same budget.

The Deaf Services Program is dedicated to making postsecondary education at Hinds Community College fully accessible to hearing-impaired students. This accessibility includes dormitories, facilities, business office, and all other aspects of the educational experience which are available to any of the students.

VR counselors refer students to Hinds and follow up with them through the training process and the ultimate goal of employment. On a weekly basis the liaison counselor is on campus to meet with students.

A VR Guidebook has been developed by the Program to assist counselors as they refer and follow up with their clients who are students.

Exhibit C
EDU 1321
Career Exploration

Title of Course
Career Exploration

Hour of credit
One semester hour

Meeting Times
Twice a week for eight weeks

Course Description
Career Exploration is a planned counseling process designed for students who have not decided on, are having difficulty deciding on, or need clarification in making a career choice. Self-assessment activities, computerized career exploration activities, and decision-making experiences are combined with practical experiences to help students make informed career choices.

Goals
1. To provide structure for the career decision process
2. To provide opportunities for the student to use the resources of the career library of materials
3. To assist the student in choosing a college major
4. To explore career options

Objectives
By the end of the course, each student should be able to
1. Assess personal life style, personality, interests, and abilities
2. Develop a list of possible career choices
3. Analyze information about each career choice
4. Make a tentative career choice
5. Plan a course of action to obtain a chosen career
6. Demonstrate job marketing skills

Grading systems

Students should be able to earn a total of 100 points in the class. Projects will count toward accumulating these points. Point values for each project will be:

Points	Project
5	*CAPS Inventory*
5	*Strong Interest Inventory*
5	*Myers-Briggs Personality Inventory*
5	*Self-Directed Search*
*15	Computer Interest Results
* 5	Activity 7 (Possible Occupations)
*10	Occupational Overviews (3 Required)
*10	Articulation Charts (3 Required)
*10	Occupational Interview (1 Required)
10	Application
*10	Resume
5	Current Events
5	Other Selected Assignment
Total = 100	

* Activities marked with an asterisk *must* be completed in order to pass the course.

Grading Scale:

90 – 100 = A 80 – 89 = B 70 – 79 = C 60 – 69 = D 59 – = F

Attendance

Students are expected to be in class each day. Absences must be excused with a note from a physician, employer, etc., on official stationery. Each unexcused absence will deduct 7.14 points from the final grade.

Assignment Deadline

All assignments are due on the date scheduled.

Exhibit D
Hinds Community College
Services for the Deaf and Hard-of-Hearing Program
Graduate Follow-up Questionnaire

1. Name_____
2. Current mailing address_____
   _____
3. What was your major at Hinds Community College? _____
4. When did you graduate? _____
5. Are you working now? _____ yes _____ no
   If no, skip to the last question.
   If yes, what is your job title? _____
6. Where do you work?
   Company name _____
   Company address _____
   Street or box #
   _____
   Town State Zip
   Company phone # _____
7. Is your job part-time _____ or full-time _____?
8. What is your average annual income? (Circle one)
   $5,000-10,000 $10,001-15,000 $15,001-20,000 $20,001-25,000
   $25,001-30,000 $30,001-35,000 over $35,001
9. How long have you worked at this job? _____
10. Are you working in a field related to your major at Hinds? _____ yes _____ no
11. Have you attend any other college since graduating from Hinds? _____ yes _____ no
    If yes, where? _____

Thank you very much. Please mail in the enclosed stamped self-addressed envelope.

Exhibit E
Student Profile Instrument

Purpose

To maintain and report information on the students who are deaf or hard-of-hearing in PEC programs. This information will be used to identify student trends as well as plan for the accessibility needs of the target population.

Timeline

The information is to be submitted to the central office no later than three weeks after each session ends. More specific information is found in the *Student Profile Information System Guide.*

Subsequent Action

The information generated by the SPI System will be used by the directors during their on-site visits. Other uses of the data include, but are not limited to, progress reports to the PEC project officer used by the Program to better understand the student population and identify accessibility needs of students.

Direction

A diskette with the information is to be forwarded to the Central Office three weeks after the session ends. The *Student Profile Information System Guide* outlines specifically when all phases of the system should occur.

Student Profile Instrument—Part 1 (SPI-1)

(To be completed by the designated staff person on all entering students)

** Please fill in the blanks on this form**

A. Student Self-Identifying Information

Student Name _____
(Will not be distributed)

1. Student I.D. # _____
(Assigned by institution)

2. Beginning date of term ___/ ___ / ___
(MM/DD/YY)

3. Date of birth ___ / ___ / ___
(MM/DD/YY)

4. ____ Sem/Qtr
   1 Summer
   2 Fall
   3 Winter
   4 Spring

5. ____ Status 1
   1 New
   2 Transfer

6. ____ Status 2
   1 Full-time
   2 Part-time

7. ____ Gender
   1 Female
   2 Male

8. ____ Ethnic Origin
   1 White/Caucasian
   2 Black/African American
   3 Hispanic
   4 Native American
   5 Asian
   6 Multi-Ethnic
   7 Other

9. ___ ___ Home state (2 letter abbreviation)

B. Educational Background

10. ___ What type of high school did the student most recently attend?
    1 Residential school for the deaf
    2 Day school for D/HH
    3 High school with a program for D/HH students
    4 High school without a program for D/HH students
    5 Other _____

11. __ __ What state was his/her most recent high school in? (2 letter abbreviation)

12. _____ What year did he/she graduate or leave high school?

13. ___ High School Status
    1 Received a high school diploma.
    2 Received a high school certificate.
    3 Completed his/her GED. When? _____
    4 Did not complete high school or GED. Why not? _____
    5 Presently attending high school
    6 Special Diploma

C. Goals/Plans for the Future

Why did the student decide to come to this college?

14a. ____ Most important reason

14b. ____ Second most important reason

1 Close to home
2 Friends here
3 Get good job training
4 Get good education
5 Become independent
6 Make friends and have a good time
7 This college doesn't cost a lot of money
8 College has good services for D/HH students
9 Parents wanted me to come here
10 VR Counselor advised me to come here
11 Other people said it was a good program
12 Recruited by Program
13 Other reasons: What? _____

15. Major or Vocational Training CIP Code (6 digits): __ __ __ __ __ __

16. ___ What is the student's goal at this college? (Select only one)

1 Vocational Diploma
2 Vocational Certificate
3 Associate Degree (AA)
4 Associate Degree (AS)
5 Associate Degree (AAS)
6 Bachelor's Degree (BA, BS)
7 Master's Degree (MA, MS)
8 Improving reading and writing skills
9 Improve job skills
10 Improve life skills for independent living
11 Get ready to transfer to another college
12 Other goal: _____
13 Doctoral Degree

D. Auditory Information

17a.____ How old was the student when he/she began having serious trouble hearing or became deaf? (Choose one)

1 At birth
2 Less than 1 year old
3 1 year old and less than 3 years old
4 3 years old and less than 6 years old
5 6 years old and under 12 years old
6 12 years old and under 17 years old
7 17 years old or over
8 Student does not know

17b. ___ Does the student use any type of amplification devices in class or meetings with his/her teachers?

1 Yes, both ears
2 Yes, one ear only
3 None (If student has devices, but doesn't use them, choose none)

18a. ___ At point of entry, does the student consider himself/herself to be deaf or hard-of-hearing?

1 Deaf
2 Hard-of-hearing

18b. ___ At point of entry, specify primary preferred communication method

1	ASL	3	Signed English	5	MCE (Manually Signed English)
2	Oral/Aural	4	Cued Speech	6	Other _____

E. Functioning Communication

Note: For each question ask the student to indicate one or two modes of communications she or he uses in each situation. If the student only uses one mode in a situation, enter a response of 0 on the secondary blank for that situation.

Use this scale for Primary and Secondary Mode Responses:

1	Signs	2	Speech	3	Writing	4	Gestures

19a. ___ Primary Mode 19b. ___ Secondary Mode	When telling things to friends or others with hearing loss, which modes does she or he use most of the time?
20a. ___ Primary Mode 20b. ___ Secondary Mode	When telling a hearing store clerk (who does not sign) what she or he wants to buy which mode does she or he use most of the time?
21a. ___ Primary Mode 21b. ___ Secondary Mode	She or he understands best when friends or others with hearing loss use which mode most of the time?
22a. ___ Primary Mode 22b. ___ Secondary Mode	She or he understands best when a hearing co-worker (who does not sign) uses which mode most of the time?

F. Other Disabilities

23. (Complete the blanks listed below):

1 = Self-identified ___ Blind/Partially Sighted ___ Epilepsy

2 = Observed
3 = No

___ Learning Disability
___ Cerebral Palsy
___ Traumatic Brain Injury
___ Emotional/Behavioral
___ Orthopedic
___ Heart Disorder
___ Other _____

G. Family Information

24. Write the number for the level of education completed by each parent or surrogate parent—for example, step-father, step-mother, guardian:

a. ___ Mother
b.___ Father

1 = Earned college degree
2 = Attended college
3 = High school graduate/GED
4 = Did not graduate from high school
5 = Unknown

H. Reading Comprehension

25. Please report the most recent test results (prefer those administered at the postsecondary institution)

25a. ___ Test instrument

1 No test given
2 *Nelson Denny*
3 *SAT-Hearing Impaired*
4 *Scholastic Aptitude Test*
5 *TABE*
6 Other: _____

25b. Grade level score ____ 25c. Test form/level ____ 25d. Date ___/___/___ (MM/DD/YY)

26a. Please report any other tests here _____

26b. Grade level score ____ 26c. Test form/level ____ 26d. Date ___/___/___ (MM/DD/YY)

Student Profile Instrument—Part 2 (SPI-2)

(To be completed at the end of every term by the designated staff person for every student enrolled)

** Please fill in the blanks on this form**

I. Student Outcomes Status

Student name _____
(Will not be entered in database)

1. Student I.D. # _____
(Assigned by institution)

2. Beginning Date of Term ____/____/___
(MM/DD/YY)

3. ____ Sem/Qtr
   1 Summer
   2 Fall
   3 Winter
   4 Spring

4. ____ Status 1
   1 Continue
   2 Re-enter
   3 Break

5. ____ Status 2
   1 Full-time
   2 Part-time

6. GPA (term) _____

7. GPA (cumulative) _____

8a. Hours/credits all hours attempted (term) _____

8b. Hours/credits all hours completed _____

9. Hours/credits completed (cumulative) _____

10. If the student changed his or her major or goal this term, please indicate:
   10a. ___ New major CIP Code (6 digits) _ _ _ _ _ _
   10b. ___ New goal at this college? (Select only one)

1 Vocational Diploma
2 Vocational Certificate
3 Associate Degree (AA)
4 Associate Degree (AS)
5 Associate Degree (AAS)
6 Bachelor's Degree (BA, BS)
7 Master's Degree (MA, MS)
8 Improve reading and writing skills
9 Improve job skills
10 Improve life skills for independent lining
11 Get ready to transfer to another college
12 Other goal: What?_____
13 Doctorate Degree

J. Developmental Studies

11. Indicate student's enrollment status in each course by writing in a number for all blanks:

1 Enrolled with instructor
2 Enrolled with interpreter services
3 Enrolled in team-taught course (one instructor fluent in sign language)
4 Enrolled in Development Course offered by college (no support services)
5 Not taken

11a. ___ English 11b. ___ Math 11c. ___ Reading 11d. ___ Other ____

12. Student completed or achieved satisfactory skill level in each enrolled course:
Mark each course using: 1 = Yes 2 = No 3 = Not taken

12a. ___ English 12b. ___ Math 12c. ___ Reading 12d. ___ Other ____

K. Funding Sources

13. Indicate the sources of training funds this student received during this term:
Use: 1 = Yes 2 = No 3 = Don't know

____ Vocational Rehabilitation
____ Pell Grant
____ SSI/SSDI
____ Work-study Job

L. Services Received This Term

14. For each of these services received by this student during this term indicate the means (1–4) by which the service was provided. If service was not received by this student, respond 5.

1 Received services from program staff
2 Received services from institutional staff
3 Referred to outside source for service in this area
4 Received services and made a referral
5 Not used

___ Interpreting	___ College orientation	___ Sign language instruction
___ Study skills	___ Notetaking	___ Independent living skills
___ Speech, hearing skills	___ Life-skills training	___ Tutoring
___ Academic advisement	___ Transportation	___ Personal counseling
___ Career counseling	___ Work orientation	___ Job-seeking skills class
___ Job placement	___ Co-op/work experience	___ Supervised housing
___ Help finding off-campus housing	___Other: What? _____	

Student Profile Instrument—Part 3 (SPI-3)

(To be completed by the designated staff person for non-returning students who do not plan to re-enroll [not students on break])

** Please fill in the blanks on this form**

M. Exit Information for NonReturning Students

Name _____
(Will not be entered in database)

1. Student I.D. # _____

2. Beginning date of last term attended ___/___/___
(MM/DD/YY)

3. ___ Goal at time of exit

1 Vocational Diploma
2 Vocational Certificate
3 Associate Degree (AA)
4 Associate Degree (AS)
5 Associate Degree (AAS)
6 Bachelor's Degree (BA, BS)
7 Master's Degree (MA, MS)
8 Improve reading and writing skills
9 Improve job skills
10 Improve life skills for independent lining
11 Get ready to transfer to another college
12 Other goal: What?_____
13 Doctoral Degree

4. ___ Did the student complete his/her goal?
1 Yes 2 No

5. Degree/Certificate earned CIP code (6 digits) _ _ _ _ _ _

6. ___ If the intended goal was not reached, why not (most important reason)?

1 Academic failure
2 Transfer to another college
3 Lacks personal maturity
4 Lack of funds
5 Poor health
6 Major not offered
7 Work
8 Disciplinary problem
9 Undecided about career goals
10 Severe learning disability
11 Other _____

7. ___ How long did the student receive program services?

1 Less than 1 year	4 3 years
2 1 year	5 4 years
3 2 years	6 5 or more years

8. ___ Did the student participate in any work experience opportunities?

1 Did not participate	4 Internship
2 College work-study program	5 On-the-job training (e.g., VR or JTPA assistance)
3 Co-op work experience	6 Part- or full-time job unrelated to major (off-campus)

9. ___ Is student employed or attempting further education? (If yes, please continue)

1 Yes
2 No
3 Don't know

10. ___ Job status

1 Full-time employment
2 Part-time employment
3 Not employed

11. ___ Is the student's job related to his or her education or training?

1 Yes 2 No 3 Don't know

Occupation_____ Date hired ___/___/___
(MM/DD/YY)

Company name _____ Phone number (___)_____

Company address _____

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Exhibit F
Peer Process Review

Commitment to Quality

Continuous Process Driven
Build relationships and offer quality evaluation, technical assistance, follow-up and feedback.

Integrity Driven
Maintain the respect for and the quality of the process.

Customer Driven
The diversity and differences among the institution and peer review teams is perceived as an integral strength of the process.

Team Driven
Each team member contributes to the whole process.

Staff Development Driven
Every participant involved in the review learns from the process and from each other.

Relationship Building Driven
The process fosters a friendly, nonthreatening environment.

Student Driven
The process seeks information about student satisfaction, outcomes, and recommendations for enhanced institutional outcomes resulting from the process.

Ownership Driven
The administration, faculty, staff, and students can participate in and contribute to the future of the enhanced institutional outcomes resulting from the process.

Recognition Driven

"Best practice" models are identified, and the developer can become an integral part of outreach and technical assistance to other institutions, agencies, and consumers.

Value Driven

There is an equality of worth. No postsecondary program is judged as being more important or better because of its size, type, or offerings. Rather, all postsecondary education experiences and opportunities are important.

Placement and Outcomes Driven

The primary focus of our efforts is on productivity and results (student success).

Peer Driven

Postsecondary institutions should be evaluated by their peers, especially those with whom they will establish and maintain networks.

Consortium Driven

The process will be more effective within a consortium of institutions committed to quality programs and services for the students they serve.

Peer Process Evaluation

The peer process evaluation instrument was developed by the Postsecondary Education Consortium (PEC) to evaluate the processes undertaken by a program to deliver postsecondary education services to students who are deaf or hard-of-hearing. A postsecondary program for students who are deaf and hard-of-hearing is expected to go beyond the requirements of Section 504 in service delivery. A panel of reviewers who actively delivers postsecondary education to such persons provides instrument validity. The instrument was designed to complement a peer committee method of evaluation, which emphasizes the use of functional staff counterparts to appraise all aspects of the program. The focus of the evaluation is on the processes occurring in the institution. That is, it will concentrate on what the institution does in addition to how well it fulfills the PEC objectives. Although other important areas such as planning, output, and student goals are briefly treated, the main thrust to the study is on activities that are actually occurring in the college. Observations, commendations, and recommendations are included in the evaluation report. At the completion of the evaluation, it is recommended that the information included in the report be judiciously used as a means for facilitating growth and improvement in the program.

Possible Team Members for the Peer Process Evaluation

- Evaluation Coordinator
- Coordinator of a program for deaf/hard-of-hearing students
- Counselor from a program for deaf/hard-of-hearing students
- Interpreter
- College administrators
  - Dean of Student Development
  - Dean of Student Affairs
  - Vice President of Business Affairs
  - Academic Dean
- Instructional staff
  - Specialist from program for deaf/hard-of-hearing students
  - Developmental studies staff/faculty
- Other as determined by program and availability

Peer Process Evaluation Standards and Descriptions

Standard 1: Philosophy/Planning/Objectives/Evaluation

This standard deals with the philosophy or mission for which program offerings and services are based. Operations should be characterized by planning, setting objectives, evaluating the extent to which the objectives are met, and incorporating evaluation results back into planning. While this standard is largely administrative in nature, its application must cover the entire range of services and programs supported by the institution.

Standard 2: Administration

This standard concerns administrative provisions of the program and the services delivery system. It includes the following areas: planning for administrative and programmatic needs, staffing patterns and policies, feedback and control mechanisms, appropriate use of the occupational trends statistics and other student characteristic data. Staff training and professional improvement policies are also considered under this standard.

Standard 3: Student Services

In this standard, the guidance and counseling plans for students are considered. The entire student services system is covered, from intake and assessment through initial counseling, staging of services, training, work preparation, on-the-job experience, placement, and follow-up activities. Provisions for continued training and upgrading of the student services staff's professional skills are also considered.

Standard 4: Fiscal

Standard 4 consists of the fiscal integrity and responsibility of the institution, including reporting procedures. Included are assessment of methods for preparing budgets and evaluation of the institution's compliance with rules and regulations at federal, state, and local levels. Another component of this standard is the institution's ability to implement expenditures as planned and to demonstrate fiscal program commitment.

Uses for Evaluation Outcomes (What Good are they? Why Bother?)

- Provide components for customized or very specific evaluations
- Contribute to program development
- Justify program expansion
- Contribute to strategic planning information
- Communicate program credibility
- Develop allies within the institution
- Create shared ownership
- Provide an opportunity to "shine"
- Provide supporting information for awards/recognition
- Generate information for reporting purposes
- Bring staff together for a common purpose
- Enhance staff understanding of how the program fits into the campus as a whole

Characteristics Manifest in All Six Approaches Featured Through This Project

As part of the selection process, project staff and members of the National Review Panel systematically and extensively reviewed and analyzed documents, conducted on-site observations, and interviewed local staff, current and former students, agency representatives, and local employers from all six sites selected through this project. This review revealed that several staff and organizational characteristics were similar in each of these two-year colleges. This chapter summarizes these similarities.

Staff Characteristics

In spite of the wide range of educational backgrounds, temperaments, and life experiences possessed by support services staff in each site featured through this project, these individuals manifest strikingly similar characteristics. These professionals:

- Exhibit high energy that they use to go the extra mile
- Demonstrate a commitment to excellence
- Display a strong curiosity to learn new approaches
- Take concrete actions to develop own and others' skills
- Conduct an aggressive, ongoing search for resources
- Enact a student-focused philosophy of empowerment and inclusion
- Use a highly organized approach to their work
- Display creativity and imagination in the accommodations and services implemented, in their time management, and in their efforts to "work the system"
- Possess the personal flexibility to respond to surprises and crises effectively and gracefully
- Work effectively and comfortable in teams
- Communicate critical information frequently, effectively, and in a timely manner
- Exhibit leadership, charisma, and gentle persuasion needed to enlist others in the cause
- Evince calm persistence toward valued goals

Organizational Characteristics

As with the staff, the organizations featured through this project also differ markedly in size and structure, but evince striking similarities. Among those are the following:

- Administrative support is strong and public
- Front line staff have decision making power on key service delivery variables
- Bureaucratic constraints are minimal
- Available resources are focused and used in highly effective ways

- A strong philosophy of inclusion is evident
- Students receive timely and effective support within an empowerment framework
- Academic and vocational teachers also receive timely and effective support within an empowerment framework
- A strong, sustained team approach governs provision of services
- Students are viewed as "ours," not "mine and yours"
- Strong interagency collaboration is established and sustained

Program Development: Getting "From Here to There"

Effective strategies to help two-year colleges get from "here" to "there" include selection and support of highly qualified staff who demonstrate many, if not all, of the characteristics sketched above, and sustained application of organizational factors outlined above that empower those staff to serve students in highly effective ways. The approaches featured through this project provide educators and advocates with ideas to stimulate their imagination and serve as a base from which to develop even more effective support services for individuals with significant disabilities.

Access to Electronic Copies of Publications Produced Through This Project

To facilitate the availability of this information, the reader may download additional copies of all publications in this series from the project's web page at http://www.cew.wisc.edu/nidrr/.

These publications include:

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Special Needs Instructional Support Department – Lakeshore Technical Community College, Cleveland, Wisconsin* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Services for the Deaf and Hard-of-Hearing Program – Hinds Community College, Raymond Mississippi* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Program Accessibility Committee – Forence-Darlington Technical College, Florence, South Carolina* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: ABLE Program – Longview Community College, Lee's Summit, Missouri* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Center for Special Needs – Milwaukee Area Technical College, Milwaukee, Wisconsin* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Office of Disability Services – Springfield Technical Community College, Springfield, Massachusetts* Madison, WI: Center on Education and Work.

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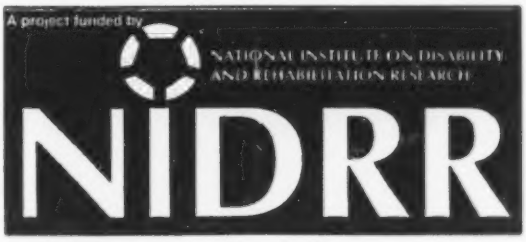

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